DOCUMENT RESUME

ED 464 999 UD 035 039

TITLE	Educating Homeless Children. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Phoenix, Arizona, September 5, 2000).
INSTITUTION	Congress of the U.S., Washington, DC. House Committee on Education and the Workforce.
R[illegible]ORT NO	House-Hrg-106-118
PUB DATE	2000-09-05
NOTE	231p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Mail Stop: SSOP, Washington, DC 20402-0001. Tel: 202-512-1800; Fax: 202-512-2250; Web site: http://www.bookstore.gpo.gov.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Access to Education; Elementary Secondary Education; Equal Education; Federal Aid; Hearings; *Homeless People; Public Education
IDENTIFIERS	Congress 106th; Stewart B McKinney Homeless Assistance Act 1987

ABSTRACT

This hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, which was held in Phoenix, Arizona, focused on ensuring equal educational opportunities for homeless children. After an opening statement by the Honorable Matt Solomon, Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, there are nine statements from Lisa Graham Keegan, Superintendent of Public Instruction, Arizona Department of Education, Phoenix, Arizona; Eddie Basha, Basha's Markets, Chandler, Arizona; Sandra E. Dowling, Superintendent, Maricopa County Schools, Phoenix, Arizona; Edith Sims, Education Specialist, Spokane Public Schools, Spokane, Washington; Sara Garfield, Executive Director, St. Mary's Interfaith Transitional Learning Center, Stockton, California; Chuck Bacon, Former Student, Thomas P. Pappas School, Phoenix, Arizona; Tammy Wells, Parent; Walter Varner, President, National Association of the Education of Homeless Children and Youth, Baltimore, Maryland; and Luisa Stark, Executive Director, Phoenix Consortium to End Homelessness, Phoenix, Arizona. Fourteen appendixes present the opening statement, written statements, relevant newspaper articles, and letters of support. (SM)

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ED 464 999

EDUCATING HOMELESS CHILDREN

HEARING

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD,
YOUTH AND FAMILIES

OF THE

COMMITTEE ON EDUCATION AND
THE WORKFORCE
HOUSE OF REPRESENTATIVES

ONE HUNDRED SIXTH CONGRESS

SECOND SESSION

HEARING HELD IN PHOENIX, ARIZONA, SEPTEMBER 5, 2000

Serial No. 106–118

Printed for the use of the Committee on Education and the Workforce

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Committee on Education and the Workforce,
Subcommittee on Early Childhood, Youth
and Families,
Hearing on "Educating Homeless Children"
355 North 5th Avenue
Phoenix, AZ
Tuesday, September 5, 2000

The Subcommittee met, pursuant to call, at 1:00 p.m., at the Thomas J. Pappas School, 355 North 5th Avenue, Phoenix, Arizona, Hon. Matt Salmon [chairman of the subcommittee] presiding.

Present: Representatives Salmon, Shadegg and Scott.

Staff Present: Rich Stombres, Professional Staff Member on subcommittee majority staff.

OPENING STATEMENT OF THE HONORABLE MATT SALMON, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES

Chairman Salmon. My name is Matt Salmon. I am the Congressman from Arizona's First District, and to my immediate left is Congressman John Shadegg from the Fourth District here in Arizona. To my right is Congressman Bobby Scott from Virginia, and Congressman Scott and I serve on the Education Committee together.

The seating here it not any kind of a philosophical position. Bobby is to my right; John is to my left. It is really not that way, but anyhow, we are very, very pleased to be here today for many reasons.

We are here at the Pappas School, which has been a very, very positive impact for the children of our community.

First of all, I would like to thank Superintendent Sandra Dowling, Dick Brice, and Erna Lee Phelps for all of their hard work in making this hearing a reality.

You know, it is really a privilege to be here today to witness the first day of school and see hundreds of nervous and excited children heading to their new classrooms. It is a familiar, reassuring site. It is something we have come to expect as parents.

But you should know something about these particular children. Though they look no different from any other children, these children have no home. Yet when you look at these kids, you see optimism and opportunity. What you see is success in a small area of the public school system, success that would not have been possible without the tireless efforts of dedicated professionals and the constant support of this community for over ten years.

It is the preservation of this very success that brings us here today. In 1987, Congress passed the Stuart B. McKinney Homeless Assistance Act. At that time less than half of the nation's homeless youth were enrolled in school. These kids had not received immunizations. They lacked transportation. They lacked food, and they lacked clothing. Many of them were being physically and sexually abused and had to stay away from public places like school because their lives were at risk.

Schools had little incentive to track these kids. They were behind academically, expensive to educate, and sometimes exhibited behavioral problems and poor hygiene. At school, they were taunted, ostracized and ultimately neglected. When these children were thrown into mainstream public schools, many of them simply drown.

In response, with the help of McKinney funding, local educators began to create environments where homeless children could learn and grow. Today more than 40 schools for homeless children exist throughout the nation. These are institutions so diverse and innovative that no one description actually defines any of them or defines all of them.

But imagine a school that functions as a kind of institutional safety net and works to insure that children are attending school every day in a stable environment. This school meets every child's physical needs by providing food, clothing, basic living supplies, even medical and dental care, and for many of the children with emotional disabilities, this school provides psychological counseling and individual mentors.

Moreover, this school will assess a student's educational status and work to improve those areas of knowledge where the student has fallen behind.

And finally, when parents and school personnel agree that little Sara or Robert is ready, this school will mainstream the child into a traditional public school, while insuring that the student continues to receive support services, that lifeline.

And it calls itself a traditional school because its students live in a world that is constantly changing, and the beauty of this school is that it makes children's lives change for the better.

It may be hard to imagine why anyone would oppose a school such as Pappas, but as one joker suggested, Washington breed's people with big heads and little minds.

The National Law Center, Department of Education, and the Coalition for Homeless contend that Pappas and other transition schools provide segregated education services. They even suggest that parents who choose to enroll their children in Pappas type schools are discriminating against them in a way similar to the ugly racial segregation of yesteryear. How ridiculous.

They argue that transitional schools cannot provide a quality education, while ignoring the fact that many students make extraordinary progress in such a nurturing and need specific environment. They submit as evidence a report that makes inaccurate claims about teachers and programs at these schools.

Finally, they demand that all homeless children be mainstreamed without regard to whether such placement is in the best interest of the student or represents the desire of the parents.

But I do not intend to let Washington, D.C. bureaucrats who have never been out here and who rejected our invitation to appear at today's hearing, you will find that later there will be an empty seat where the Department of Education is supposed to be, succeed in shutting down Pappas or other transition schools.

Certainly, we cannot let them succeed when the evidence suggests that these schools are helping homeless children succeed against great odds.

Federal law, while admittedly in need of clarification, does not prohibit the use of McKinney funds for Pappas or other special schools that meet the needs of the homeless. If it did, the U.S. Department of Education would not continue to seek a legislative remedy to shut down these schools. The department has even admitted in response to congressional inquiries that the existence of transitional schools per se is not in violation of the McKinney Act.

However, the passage of the major House education bill, the Student Results Act, H.R. 2, included administrative language to deny McKinney funding to students that segregate a child either in a separate school or in a separate program within a school.

Think about that for a second. The House passed a bill that would not only lead to the end of Pappas type schools, but would bar mainstream public schools from offering special programs to the homeless even within the school. This language is so restrictive that it would eliminate an option proposed by the National Coalition for the Homeless, which assisted in drafting the administration language.

Here is a quote from a packet that the Coalition distributes to homeless educators, and this is their quote. ``When a student does not attend school because he/she does not feel safe in school, cannot cope with the school environment, has failed in the regular system or has been abused or ridiculed to the point of withdrawal, one solution is to provide alternative schooling within the shelter or an alternative setting more acceptable to the children."

I ask the National Coalition: doesn't Pappas provide that very solution?

Fortunately, the Student Results Act included the Salmon amendment, which would permit McKinney funding to continue to flow to states with homeless only schools already in existence. So it grandfathered those like the Pappas schools that already exist.

Without the Salmon amendment, which the administration hopes to strip in the Senate, Arizona would face a horrible choice: cut off all state funding for Pappas, which would lead to the school's demise, or lose 440,000 in McKinney funding that several other schools in the state rely on to educate homeless children, a true Hobson's choice.

Aware that Congress would almost have certainly included language protecting the existing homeless schools in any education bill sent to the President, the Department of Education attempted to circumvent the legislative process. The department sent an opinion letter to the states arguing that homelessness alone should not be sufficient reason to separate students from the mainstream school environment.

The Arizona Department of Education, after asking the federal Department of Education to clarify this position, received the reply that the issue was still unclear. Therefore, Superintendent Lisa Graham Keegan announced today that Pappas would receive McKinney funding this year. We commend her for this decisive action.

As it now stands, McKinney funding has been taken away from all but a few of the transitional schools nationwide. You will hear today from Sarah Garfield, an educator whose school has been honored by Presidents Clinton and Bush, but recently lost its $110,000 McKinney grant, a quarter of the annual budget.

In another disappointing case, the Homeless Coordinator's Office in Oregon with the National Coalition for the Homeless standing behind them forced the Oregon Public School District to withdraw their funding from a homeless school by threatening to take away funds for the entire school district. To say heavy-handed would be a big understatement.

But why? Why take the safety net away from our homeless population? Why return these children to the failed policies of the past? Why shut down programs that are successful in helping homeless children get an education? Why not let parents have the choice of an alternative program? Shouldn't we be talking about more flexibility, not less?

If the administration shuts the doors to Pappas, they will slam in the face of these children. They will slam another door in the face of these children, and have these children not been kicked around enough already? They have lost their homes. Please do not take away their schools.

Before I close, I would like to submit for the record support from a few people who have stood behind these schools. We have here a letter from Tipper Gore to the Director of the Mustard Seed School in Sacramento, California. Here she says, ``I wish that there were more places like this around the country."

Here is an article describing how Bill Gates donated $1 million to the First Place School in Seattle Washington. Here is the pledge from Positive Tomorrows School in Oklahoma, by which Colin Powell's organization, America's Promise made Positive Tomorrows the first School of Promise in the state. And here is an article from Colin Powell's meeting with a student from Positive Tomorrows.

Finally, this letter from Jonathan Kozall, a nationally acclaimed writer and educator who has spent his life fighting segregation and educational inequality. This is what he says about the Mustard Seed School, which is similar in nature to the Pappas School. ``Mustard Seed is a truly remarkable and inspired little school. I hope that it will win the strongest possible support because it represents a model of what should be done for homeless children all over the nation."

(Refer to the appendix for the above articles)

At the federal government, we are supposed to do what is right on behalf of children, on behalf of families. Folks, I do not know about you, but I am nervous about the future when I see that American children scored twentieth on the international test scores in math and science, behind war torn Slovenia. It tells me we have got some work to do.

And that work is not about closing off options for families and parents. We ought to be about what helps people to thrive and to succeed and children to get a quality education. It ought not be about turf. It ought not be about power plays. It ought to be what is best for the children, what gives them the most quality education they can receive, what keeps them in school and learning, and what gives them the opportunity to thrive.

That is why we have conducted this hearing today. We want this to survive public scrutiny. We want the public light of day on this issue. We would like those who want to close Pappas School and want to close schools like it to defend their position, to be able to convince people out there that this is right. If not, they then ought to pack.

So I appreciate this opportunity. I appreciate the fact that Congressman Scott has gone to great trouble to come here today from Virginia. Congressman Shadegg is here. I appreciate our esteemed panelists whom I will introduce in just a few minutes.

But I would like to turn to my right, Bobby Scott, and ask him if there are any comments that he would like to make before the hearing.

WRITTEN OPENING STATEMENT OF THE HONORABLE MATT SALMON, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES – SEE APPENDIX A

Mr. Scott. Well, thank you. And I want to thank you, Matt, for convening the hearing on the issue of education for homeless children here at the Thomas J. Pappas School.

As Matt mentioned, we both serve on the Education Committee. So, I am well aware of his interest and dedication to public education. I am also pleased to be here with John Shadegg, who serves on the Commerce Committee. We work on a number of different issues together. I also want to thank our witnesses who will be providing testimony today, which will develop a hearing record for the formulation of appropriate federal policy on the education of homeless children.

It is in our national interest to educate all children regardless of their family's income, race, ethnicity, disability, or housing status. We know our competitiveness in the global economy depends on a workforce, which is highly educated, and we know that there is a significant correlation between lack of education and future incidence of crime and welfare dependency.

Reaching the goal of educational opportunity for all is especially challenging when the focus is on educating homeless children. Logistical barriers exist, such as lack of birth certificates, medical records, and other documents usually needed to register for school, and transportation to school is a unique problem for those without a permanent address.

The Stuart McKinney Homeless Assistance Act has provided funding which has removed some of these barriers and, in fact, prohibited outright many of those obstacles, and so many homeless children now have access to educational services that had previously been denied.

Unfortunately a lot more work needs to be done to insure that all barriers to education faced by homeless children are overcome. Today's specific focus on education provided by the Pappas School raises some important questions about how we as a nation should provide for the education of homeless children.

The Pappas School segregates homeless children from their non-homeless peers, while children who attend Pappas School are clearly better served than those who receive no educational services whatsoever. We do know successful models, which currently exist which do not practice this form of segregation. In fact, since the McKinney Act passed in 1990, the percentage of homeless children attending school has increased from 50 percent to almost 90 percent.

We, therefore, have to consider the appropriateness of the separate but equal educational setting for homeless children. The practice of racially separate but equal education was invalidated by the United States Supreme Court in 1954 in the landmark decision Brown v. Board of Education. In that decision, the Court provided us with the foundation of federal educational policy that is still instructive.

In 1954 the Court said, "Today education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the Armed Forces. It is the very foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values and preparing him for later professional training and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

The Court went on to reason that separating children based on race creates a feeling of inferiority in black children who recognize the insidious purpose of segregation, and that the state sanctioned stamp of inferiority has long-term adverse effects on the child's future development. So, the Court concluded by stating that in the field of public education the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal.

Brown v. Board of Education dealt with the issue of race. The arguments are applicable towards any educational setting involving forms of segregation, including the model here found at Pappas, and Pappas segregates people by homeless status alone. It's not children at risk. It's not special needs students. It's homelessness alone.

So we have to remember, therefore, that we are discussing federal policy and must be particularly cognizant of the implications that this model has for federal education policy for homeless children throughout the nation. Many other school districts have chosen to educate homeless children alongside their non-homeless counterparts and are achieving good results because they are providing the necessary support services for these children.

And we need to study the kinds of services, which will make a difference to all homeless children because even in Phoenix, Arizona, the Pappas School only serves ten to 15 percent of the homeless children. So we don't want to do anything to leave the other 85 to 90 percent behind.

It is, therefore, my hope that today we will hear the research for all successful strategies in order to gain a fuller understanding of how we can continue to provide all children with quality educational opportunities.

Now, a fair comparison between the Pappas model and other strategies will be difficult because the Pappas School is blessed with substantial private sector support, and as we establish federal policy for the education of homeless children across the nation, we cannot reasonably assume that essential educational and social services will be funded by the private sector, and in fact, it would be wrong to adopt a federal policy which conditions the homeless child's opportunity to an education on the charity of local businesses.

And, I want to thank you, Mr. Chairman, for holding this important hearing, and I look forward to the testimony of our witnesses.

Chairman Salmon. Thank you, Mr. Scott.

Mr. Shadegg.

Mr. Shadegg. Thank you, Mr. Chairman. Thank you very much.

I want to thank you, Mr. Chairman, for holding this hearing today and express my appreciation. I also want to particularly thank Congressman Bobby Scott for flying all the way from Virginia to be here. I think it is his participation, which is critically important because it is easy for those of us who live in Phoenix, Arizona to know the good the Thomas Pappas School, does. Unfortunately, not everyone in America understands that. Not everyone in America recognizes the good that is done, nor does every member of Congress take the time and put in the energy to fly all the way across the country and to get a different view.

I want to thank both of you for holding this hearing. As members of the Education Committee, I know you both to be tireless advocates for children and their right to a quality education and to the right of homeless children for a quality education, and for all children regardless of their family circumstances.

I think it would be inappropriate, and I will keep my remarks brief. I am not a member of the Education Committee. By tradition in the United States Congress, when a committee holds a field hearing, such as this, local members of Congress are often invited to participate. So I am here at the indulgence of the Chairman and Mr. Scott and being allowed to participate, and so I will be brief in my remarks.

But let me just say that I think it is important, first, to acknowledge before we go too much further that the Thomas J. Pappas School is a unique school. It really started in honor of Tom Pappas himself, who was a tireless advocate for inner city causes, for the cause of the homeless, for the cause of the needy.

And it has turned out to be a vastly greater success than I think perhaps anybody ever imagined. I know that there are at least two members of the Pappas family here today, and I want to express my appreciation for all the work that Tom Pappas did and for the great legacy he left us in this school.

I must concede I have a slight bias in favor of the Pappas family because one of the Pappas's, John Pappas, is my press secretary. So, I wanted to acknowledge them.

I am particularly pleased also to be here on the first day of school. The importance of the first day of school is not lost on me, and to see many children around this room and to know that they are here and full of excitement.

Just a week ago I took my son to Thunderbird High School for his first day of school, and I watched even at that age level the anticipation that he had and felt comfortable because I knew that he was going to a school where he would get a quality education. I knew that because his sister, my daughter, graduated from Thunderbird High School earlier this year, and just a little over a week ago, we took her to college. And I will tell you it does not change. The first day is the first day whether it is kindergarten or high school or college.

Thomas J. Pappas School has been providing children in this community, children who by circumstances over which they have no control simply happen to be homeless; has been giving those children a first day of school that they can be proud of and excited about for now a number of years, and I think it is one that it would be a tragedy, an absolute tragedy to lose in this community.

I think it is important also to recognize the service that this school provides. Whether a Pappas student slept last night in a shelter or in a motel or in a park or on the street, they have at the Pappas School the unique opportunity to have some stability. They can come to this school week in and week out, and there will be no bias against them, no prejudice against them, no stigmatization of them as a result of their status in life and where they spent the night before.

And as has already been mentioned, there are many unique services that they get here at the Pappas School, which, they could not get at another school.

But I want to highlight one point in particular. Everyone agrees, and I suggest this is true of all of us who are members of Congress and all of those who are here today on whatever side of the issue, whether you're one of the people from the community who believes deeply in the Thomas J. Pappas School and wants desperately to see it continued and to see its funding continued or whether you're here as one of the advocates of the other side saying, ``No, this is a mistake. We should cut off funding."

Everyone here agrees that we must provide a quality education to all students, and that we must do that regardless of their circumstances, including all the circumstances that Congressman Bobby Scott read off in his opening statement and with regard to Thomas J. Pappas School, regardless of their status of their home, whether they slept last night in a motel or in a car on or the street.

The issue is not whether we provide a quality education. The issue is how do we provide that quality education. Is it right to do it at a school like the Thomas J. Pappas School? And I think it is great that we are looking at that issue, but I think it is very important to understand that I am a dedicated advocate of the Thomas J. Pappas School and of the method we have here and believe it would be tragic to cut it off.

Now, the discussion you're going to hear today will focus on words like ``segregation" and ``stigmatization." My colleague, Mr. Scott, just made the comment that other models work. yes, other models do work. There is no question about that.

There are children at El Hambro High School. There are children at schools all over this valley who are homeless and are getting a quality education and, indeed, other models do work all the way across the country.

And there was a reference to the notion of separate but equal, but I think it's important to remember that the separate but equal doctrine applied to an education policy in America where the children who were forced into a separate school that was allegedly equal had no choice. That was the only school that they could go to. That is not the situation at the Thomas J. Pappas School or the other 39 like it.

There is a gigantic difference between this school and the schools, which led to the decision in Brown v. Board of Education, separate but equal, and that difference is choice. At the Thomas J. Pappas School today there is not a single child, not one who is here because they are forced to. Every single child, every single child at the Thomas Pappas School today has the choice. They are here because they feel comfortable. They are here because they feel at home. They are here because they do not feel stigmatized, and every single child here has the right to leave today and to go to a neighborhood school. If they want to, they can, and if they want to, they should, and if they want to, we should make that easy for them. But if they feel more stigmatized at that school than they are here, why should we force them out of this school?

Now, no one is arguing that we ought to cut off the education for homeless children. Nobody is saying the McKinney Act is wrong in putting funding in all schools that have some students who are homeless. No one is saying we should force those homeless children into the Pappas School.

But what we are saying is that those children who prefer to come here, those children who feel less stigmatized, those children who feel more comfortable here and who don't have to feel badly about their circumstance that leads them here, for God's sake, do not take away their opportunity.

I applaud all those who are here on either side. I particularly applaud all of you from the community who have just taken the time to show up today and to show your support for the Thomas J. Pappas School because if we are to set the policy correctly in

Washington, they need to know of community support for this school.

And so I also applaud, as I mentioned earlier, Congressman Bobby Scott who is here and took the time to fly across the country and hopefully has an open mind in looking at setting the right policy.

However, I want to conclude with this point, if the premise is correct that Thomas J. Pappas School stigmatized children and that separate but equal here is bad, and I would also point out separate but equal does not apply here because they can go to any school. If the children really felt more stigmatized here, felt that they were set aside here, and if their parents felt that they were set aside, since every one of them is here by choice, and if their premise is right, those who want to change the school or close it down, if their underlying argument was correct, because this hurts them and stigmatizes them, why is there a single child here? The answer is they choose this school.

Now, if the debate is to focus on doing a better job of getting them in the mainstream schools, if the focus is we should put more dollars into making sure the parents of these students know of the choice and if the debate is shall we make sure there are adequate resources at community schools for homeless children, I am all for that. But do not shut down the opportunity these kids have. Thank you very much.

Chairman Salmon. We have two very wonderful panels today. On our first panel we have Lisa Graham Keegan. She began her term as the Superintendent of Public Instruction for the state in January of 1995. As Superintendent, she oversees the Arizona Department of Education, which has an annual budget of more than $2 billion.

She serves as the Chief Executive Officer of the State Board of Education, is a member of the Board of Regents, the State Community College Board, the Board of the Arizona School for the Deaf and Blind, the School Facilities Board, and the State Board for Charter Schools. I was privileged to serve in the state legislature with Lisa, and believe me, she really does have our children's best interests at heart.

Another one of our esteemed panelists is Mr. Eddie Basha, the Saint of Arizona and I mean that. There really has not been a positive cause in Arizona that Mr. Basha has not been associated with. I know before I got involved with the Congress, Mr. Basha was tirelessly involved in just about every good effort that I ever became associated with and was involved in numerous ones beside.

I remember Mr. Basha and I were appointed to a group to start a shelter for the East Valley for families, for homeless services, and I know his commitment to education is unparalleled by anybody else, I know, in the state. He not only talks the talk; he walks the walk. He puts his corporate muscle behind everything that he tries to do that is positive for the children.

And moreover, he ended up, I guess, having his airline flight canceled, as so many of us do, and had to fly back here at his own expense on a corporate jet, and that really is a strong commitment. We love you, Eddie, and we appreciate it that you are here.

We were supposed to have a member from the federal Department of Education as well. We extended an invitation to them repeatedly, and they chose not to defend their position and be here today.

So with that, Lisa, I will turn the time to you first.

STATEMENT OF LISA GRAHAM KEEGAN, SUPERINTENDENT OF PUBLIC INSTRUCTION, ARIZONA DEPARTMENT OF EDUCATION, PHOENIX, ARIZONA.

Ms. Keegan. Sinners before saints.

Mr. Basha. Then I should go first.

Mr. Basha. He did not say what kind of saint.

Ms. Keegan. No, he did not. We will talk about it later.

Mr. Chairman, members of the committee, it is a privilege to be here this morning. I appreciate you pulling together this hearing so that we can talk about not just Thomas J. Pappas, but what is happening to our homeless kids in Arizona and across the nation.

Obviously, I share your concern and passion for these students, and I think Thomas J. Pappas actually is one fabulous choice for a number of children, and I want to talk about why that has to remain so.

I also want to thank the staff and volunteers at Thomas J. Pappas, an amazing group of people. The volunteers here spend untold hours. The staff is extremely passionate and dedicated, and I think we have to constantly congratulate Dr. Dowling for her vision in bringing this school to us in the first place.

I want to talk briefly about the Arizona Department of Education, what we do about McKinney funds, and then talk about the larger issues, which is really, what is happening to these students.

I feel very strongly that we have to work to meet the letters of the law absolutely, but never forget that these are children. These are not chess pieces. This should not look good on a piece of paper. This should be good for a child's heart. It should be good for a child's future. It should be good for where they want to go. It should be a good choice for parents.

So the decisions that we all make and enforce through our laws and our rules and our policies have to look better in real life than they do on paper. That is just the truth for these kids.

In fiscal year 2001, our state received a little over $421,000 in funding under the McKinney Act. We serve approximately 4,000 students across the state.

We receive funding from the U.S. department, and we issue a request for applicants. Under our plan, we provide money through a competitive process that looks at number of homeless students served, coordination with regular education, coordination with other programs, basic areas supporting the child completely.

An outside panel reviews the proposals, and funds are awarded until they are gone. We received 17 applications in the current fiscal year for McKinney funding, including one from the Maricopa District, which does fund the Thomas J. Pappas School.

Thomas J. Pappas is an accommodation school, and according to state law, an accommodation school is a school operated through the County Superintendent and the County Board of Supervisors, in this case in Maricopa County, to serve a military reservation or a territory not included within the boundaries of a school district. The same section of law specifically identifies homeless children as children who can be accommodated in such a school.

Of the 17 proposals submitted, we chose to fund ten applicants. We have a very rigorous review process and, frankly, believe that that reviews process services our students well. We ask great things of these providers, and we think that they deliver.

And Thomas J. Pappas and the Maricopa District are funded this year by the state as they have been for a number of years, and that is because we believe that what they do for children is quite outstanding. We look at their test scores. We look at their gain.

Lots of people talk about test scores at Pappas, and I do not think any of us would say that the test scores, the absolute test scores that are here are what you would ultimately want for children. I know the teachers at the school would not tell you that.

But you also have to look at where the school children start and where they end up, and we have grades at the Pappas School that are making 200 percent of expected gain in a single year with children who came to us just last year. It is a phenomenal success story for the teachers in this school, and I would urge people who want to talk about academic progress and want to say that the Pappas School does not provide the academic support that students could get in another school, I would like to ask them to show me the research. I see no such evidence.

Quite to the contrary, I see academic gain that is almost unbelievable for some of the students and for the school as a whole. It is quite amazing.

The question put to us by the U.S. Department of Education is, are we in compliance with the law when we fund the Pappas School? They sent us a letter back today that Congressman Salmon alluded to, and the question was: do they know yet whether in compliance with the law? They do not know. They are not sure.

We are sure. We are in compliance with the law at Thomas J. Pappas. We will fund this school, and we will continue to do so, and it will take a great deal of argument to convince us that this setting is not an optimal setting for students academically, socially, emotionally in every way possible. It is a point of pride for us.

I want to point out, with all due respect, Congressman Scott uses the word "segregates." Words are incredibly important. Unfortunately, for everybody around me, I have a linguistics degree, and I am obsessive about them.

To segregate takes a subject that is passive. In essence, the subject of segregation has it put upon them. To choose has a subject that is active. They are distinctly different words, and segregation does not apply to the Thomas J. Pappas School and should not be used.

The children who are here are not committed here. They are not assigned here. They are not here because they are incarcerated here. They are here because their parents choose to put them here.

We can never lose that fact in discussions of Pappas, and I want to go on the record explicitly objecting to the term ``segregation" as it applies to Thomas J. Pappas. It is a wrong term. It is a false term, and I think we need to move on and talk about other reasons that the kinds of schools that we see for homeless children may or may not be positive, but that is not, in my opinion, a legitimate argument when these choose are of choice.

This is not to suggest, my support for Thomas J. Pappas, that this is the only way we should educate homeless children. I do not believe that. I believe that I personally and our department and the state generally, the education community needs to do a better job of knowing what is in the McKinney Act, what is available for homeless children.

All schools can, should and must accept children who come to them who are homeless, without immunization, without proof of residence. That should be available for every child in every school, and we work to make sure that that is possible.

In our department, in fact, we have assigned, and Congressman, I am going to share this with you; the McKinney Act only gives us about 20 percent of what it would take to assign a person to homelessness. We use money in the department to put somebody full time on making sure that children are aware of their choices through their parents. We tell them what is available, and we tell schools what the law is on homeless children.

Unfortunately, we do have schools that are not aware. When they are advised as to the law and to the requirements and their opportunities, most of them are more than happy to take these children even without immunizations, even without an address.

Schools have had it drummed into them that they cannot accept a child without immunization, and they are very loath to do so. Once they are told it is not a problem, we will do what we can to make sure these children get immunized, but take the child immediately.

We have had very few schools that ever say to us, ``that is not something we can do." If they do say it, we inform them that that is actually the wrong answer, and they will do it.

I am of the opinion, and I know the Arizona Congressmen know, that the federal government should be in the business of encouraging educational policies that empower parents to make choices, make choices for their children. Any change in federal policy we are going to consider regarding homeless children should be a change that simply makes it easier for parents to choose.

We give them more information. We give them more support. We provide more people who would guide them through the process of where they might put their children. These children are so precious to us, and their future and their capacity is so important that nothing should matter more than helping parents find a school.

It is almost a heroic act for a homeless parent to put a child in a school in the first place. We congratulate them and we should stand behind them.

I want to talk about what the actual McKinney Act says to us as a state and what they command that we do. It says that we have to assure that we will not isolate children. I take that very seriously, but I take it seriously in real life.

Isolation cannot be solved by simply looking at a piece of paper that says this child comes from here and this child comes from here. So we have a homeless child. We have a child who has a home, and now the child is no longer isolated because we've mixed her up and she's with lots of other kids.

Some of the most painful and dangerous sorts of isolation happen when ostensibly we are surrounded by people. These children are often isolated in the very settings that we say would be best for them because they are different, because people do not know their circumstances, because they do sleep in cars and on the street and in hotels and in places that we would not want our own children for ten minutes, much less for an evening.

That kind of isolation is very hard to overcome, and nobody but the individuals around that child can know if that child is being isolated in what seems to be a fully diverse community. That kind of isolation should not be imposed on a child who cannot handle it, and the only person who knows that that child can handle it is that person's immediate parent or whoever is taking care of that child or the teacher of that child. That decision cannot be made one time in Washington for every child in the country. That is simply not possible.

Oftentimes the kindest, most supportive and most encouraging environment for children is an environment when children can look in another child's eyes and see their own life reflected there. This is what happens at Thomas J. Pappas.

We hope that it is a transition for them. We hope these children do not remain homeless, but we know that for the period of their lives when they are in this circumstance, that there will be few places as supportive and as academically successful as this school.

The question or the answer to where we educate our homeless children is in every public school we have with as many choices as we can make available and as much passion and discipline for the task as we can muster.

Thomas J. Pappas is a school of fantastic quality, passionate staff, impressive academic gain, and a heart for these children, and I beg of you to make changes in the federal law that simply make it easier to have such a place for children to go.

It is a point of pride for Arizona. It is a point of pride for me, and I appreciate the opportunity to speak about it.

Thank you.

WRITTEN STATEMENT OF LISA GRAHAM KEEGAN, SUPERINTENDENT OF PUBLIC INSTRUCTION, ARIZONA DEPARTMENT OF EDUCATION, PHOENIX, ARIZONA – SEE APPENDIX B

Chairman Salmon. Mr. Basha.

STATEMENT OF EDDIE BASHA, BASHA'S MARKETS, CHANDLER, ARIZONA

Mr. Basha. Mr. Chairman, I am sorry that you did not call me first after that very eloquent presentation.

Chairman Salmon, Congressman Scott, Congressman Shadegg, my name is Eddie Basha. I am CEO of Basha's, a family owned Arizona based grocery chain, my avocation. I want to underline that, my avocation.

I am a native Arizonan, and I have been involved in public policy and community service in our state for over 30 years. My particular focus is on education, especially the creation of educational opportunities for underserved and disadvantaged children, my vocation.

I have served on the school board in my hometown of Chandler, on the state Board of Education, and on the Arizona Board of Regents a total of 29 years of service. I tell you this not to impress you with my bona fides, but to place my testimony in the context of someone with more than a casual understanding of the needs and the realities of education in Arizona.

I am here today because I am distressed at the threats that have been made against the Thomas J. Pappas School for Homeless Children and which could conceivably impact on the continuation of this school.

It is certainly not my intention to question the intent of the language of the McKinney Act, nor do I wish to impugn the motives of the National Law Center on Homelessness and Poverty. I am sure both are well intentioned.

But, Mr. Chairman and members of the subcommittee, to the degree that both of these actions imperil the future of the Pappas School, I believe they are wrong.

I have been personally involved in supporting the Pappas School, as has our company. I have seen first hand the success of the school in providing an educational, social, medical, and personal safe haven for the homeless children of this community and for any act of government or any organization to threaten the ability of the Pappas School to continue to provide these services to the neediest children in our society is an act of cruelty that I can scarcely imagine.

It is suggested that because of its specialized purpose the Pappas School segregates, stigmatizes, and isolates homeless students, thus causing them to be educationally disadvantaged. But, Mr. Chairman, I respectfully suggest to you that perhaps the only time in their lives when these children are not segregated, stigmatized or isolated is when they are on the Pappas School campus attending their school, receiving services in a holistic manner that they would not be likely to receive anywhere else.

The Pappas School concept exists because there is a desperate need for it. The Pappas School succeeds because it meets the myriad needs that these children have, and it meets them in a way that is respectful, is sensitive, is comprehensive, and provides an uplifting period to days that would otherwise likely be none of these things.

Mr. Chairman, the Pappas School serves young people whose needs are so unique that I could not conceive that they would be even remotely met in regular school and regular classroom settings, at least not currently in Arizona with its abominable record of inadequate support for public education.

We do not consider schools for the deaf, schools for the blind to be segregating, isolating, or stigmatizing because they bring together the specialized educated and related services that deaf children or blind children need in order to receive a quality educational opportunity.

Why then should the federal government in a private advocacy agency not be able to recognize that the educational needs of homeless children are in their own way as specialized as the needs of deaf and blind children?

In many respects, homelessness is as severe a handicapping condition as almost any other, and it deserves a specialized treatment commensurate with the needs of these particular students.

Mr. Chairman, I cannot imagine a more grievous wrong that could be inflicted on the homeless children of this community and on their families than for the one institution that has not turned its back on them to be forced by our government to do so.

I believe deeply in our system of government and in the duty of our government to cast that safety net we hear so much about under those who truly need it. If ever there were children who truly need it, it is the homeless children, and if ever there were an institution that not only meets, but also exceeds the concept of an educational and social safety net, it is the Pappas School.

Ideally, Mr. Chairman, these hearings will generate renewed interest in the comprehensive needs of these homeless children and their families. Hopefully, through additional funding of the McKinney Act, as well as additional support at the state and local levels, both public and private, our communities will unite together with aggressive resolve and total commitment to address the plight of homeless children and families in a holistic manner.

Thank you, Mr. Chairman, and thank you to the members of your subcommittee for coming to Arizona to hear our concerns.

WRITTEN STATEMENT OF EDDIE BASHA, BASHA'S MARKETS, CHANDLER, ARIZONA – SEE APPENDIX C

Chairman Salmon. Before we get to the questioning, I have a message. If there is a June Johnson in the audience, you have an urgent message. Please see Rosie right here at the door. Thank you.

Thank you both very, very much for being here and for your eloquent testimonies. It is obvious your passion runs deep, both of you, and we in Arizona are very, very fortunate to have two such committed people to the education of our children.

Ms. Keegan and Mr. Basha, either one of you that would be willing to answer this question. Mr. Basha, you brought up the point that nobody really accuses segregation in terms of the schools for the deaf or the blind, but we have examples throughout all of education where children are placed in special type schools depending on the needs of those children.

I think of the magnet schools, the fact that we have a magnet school here in Phoenix dealing with more vocational type education, and kids who have an aptitude and an interest in that area are allowed. They choose to go to these schools, and they thrive and they succeed.

Magnet schools for the fine arts are just another example. I do not hear anybody screaming segregation about that.

I know another debate I have been involved in, bilingual education. They take the children out of the mainstream classrooms; place them in bilingual education in a homogenous type setting, in our state predominantly Hispanic children who do not speak any English. I do not hear anybody screaming segregation about that.

Do you have any thoughts? You know, Lisa, you eloquently talked about the fact that to be segregated it is an act against you. It is something you have no choice and you are forced to do something you do not want to do, and that was the example back in the 1960s in the Brown v. Department of Education.

So I would just like to flesh that out a little bit more. Do you think that or wouldn't you agree, Eddie, you once said to me that teachers have different teaching styles, but children have different learning styles and we ought to be flexible?

I am just interested in what either of you has to say about that.

Mr. Basha. I defer to you.

Ms. Keegan. Congressman Salmon, absolutely what you just said, what you ended with is true. Children have different learning styles. Their parents have a different idea of what they are looking for in a school, and all of the circumstances you mentioned, we embrace those actually in Arizona. We let public charter schools; we encourage them, in fact, to specialize in a particular kind of focus. We do not let them off the hook for the academic standards, nor do we let Thomas J. Pappas off the hook for academic standards. That is what our public education is all about.

So we embrace these choices.

I have to say again ``segregation" is the wrong word. Segregation has to be done to you. It cannot exist in an environment of choice.

All of the things that you say about schools for the deaf and blind, as Eddie pointed out, schools for the arts, magnet schools are, in fact, the only public schools in the state that can actually select their student body. This school cannot do that. No other public school can do that.

And so to a large extent a magnet school is less open than the Thomas J. Pappas School because not everybody gets to go there. They get to pick their kids in. It does not happen here.

Chairman Salmon. Mr. Basha.

Mr. Basha. Well, Congressman Salmon, I am not sure that I can shed any light on your question. It just seems to me that these young students are being placed as pawns on some kind of philosophical chessboard here, and what I perceive is important is how can we provide holistic education to these students. You know, with the dysfunctional families that many of these come from, with crime and violence and alcoholism and not knowing where to live, it is incumbent upon, in my opinion, those of us in the society to provide a threshold for these students, and I think that threshold is first and foremost in assuring them an educational opportunity, and I think the fact that the Thomas J. Pappas School provides this holistic environment for these children, that where would they get it.

You know, Congressman, that education does not fund, you know, to the extent that other states do. So we have limited resources within our public school facilities, but the Thomas J. Pappas School recognizes this need and provides these needs to these children.

It is a threshold. Ultimately the hope is that they will be transitioned out, but until then, they are getting that holistic kind of sensitive, compassionate treatment in education that I think they need.

Chairman Salmon. Ms. Keegan, could you explain to us what removal of McKinney funds to the state, what kind of an impact that would have on the State of Arizona? And are you concerned at all that it is possible that the Department of Education may remove McKinney funds from this state because of the existence of schools like the Pappas School? I am interested in your thoughts.

Ms. Keegan. Well, Congressman Salmon, my thoughts are that they would be crazy to do that and would not be able to sustain the public outcry should they try.

So, no, I agree with what Mr. Basha has said. They will have to believe that intentions are on the side of right all around here, but when it comes to our defending what is available to our students, we will do everything that we have to do and force those who believe that this is not a great setting for students to come to Arizona, stand right in front of us, and tell us why.

It represents a little over $100 per pupil in the kind of funding that is available if you figure, you know, you have a couple of hundred kids in your school. That can buy you something. That can buy you some support.

What is frightening to me is the tone of the letters that are now coming from the U.S. department, including not just we will eliminate your federal funds, but we will prevent you from using state funds.

Congressmen, you know how I feel about the Tenth Amendment. I see no circumstances under which the federal government has an opportunity to reach into Arizona and tell us which schools we can and cannot fund. The first time I read that in a letter; I believe I came to your office, I saw it this morning. I was not pleased.

I think that we need to call these things out immediately when they happen and ask: who says and under what circumstances and are you kidding? We will not stand by while that happens.

Chairman Salmon. I just have one last question. You stated in your testimony that you believed that the Pappas School is certifiable under the law; that it is in compliance with the law. Could you expand on that?

Ms. Keegan. Congressman Shadegg, and Congressman Salmon, and Congressman Scott, you actually in your comments, Congressman Salmon, talked about the McKinney Act a little bit and the fact that the Department of Education itself is pursuing legislation to change the law in order to be able to eliminate this kind of an opportunity.

I want to have confidence that our congressional delegations across the nation will not participate in such an act, but the fact that they feel they have to change the law in order to act means to me that they know, as we know, that schools like Thomas J. Pappas comport fully with the intention of the McKinney Act; that all public schools must, in fact, participate with the McKinney Act, must welcome homeless children into their schools.

As I said, we needed to do a better job of making sure that all students have access. Congressman Scott makes the excellent point that this school only serves a very small percentage, unfortunately, of the number of homeless children who are in the State of Arizona. So it's incumbent upon all schools to make sure that they have services available.

But we have read, reread, looked at up-ways, down-ways, sideways, the McKinney Act. Everything we know about the Thomas J. Pappas School says to me that this school comports with the law.

Chairman Salmon. Thank you. Congressman Scott.

Mr. Scott. Thank you.

Ms. Keegan, I did not mean to get into a debate over words, particularly with a linguist. But the word ``segregation" was used in the H.R. 2, and ``separation," certainly maybe we could use that word.

One problem we have is that homelessness is not an aptitude, and it is not a need. All children who are homeless are not involved in crime and violence and that kind of thing.

If we can have a school that addresses needs, then that would not be volatile at all. The problem is that your status of homelessness is the quantifying factor.

You could find a home and still be in need, and a school like this should be able to provide that without the qualifying factor of homelessness.

Mr. Basha, the Pappas School enjoys a lot of private sector support, yours included. Can you tell us what difference that private sector support makes?

Mr. Basha. Well, sir, I can tell you that I received in the mail today some information that this last year the Pappas Foundation provided $300,000 worth of funds to the Pappas School. I think that's a tremendous outpouring of private support for this facility.

Mr. Scott. And what difference did it make?

Mr. Basha. Well, sir, I am not cognizant of that. I cannot answer your question. I think certainly it was_

Mr. Scott. I will ask some others on the next panel. Obviously it would be hard to imagine that that kind of support did not make a major difference.

Mr. Basha. Well, absolutely, but specifically I cannot answer your question. I am sure it went for medical. It went for supplies. It went for clothing. It went, once again, to holistically serve the children that are here.

Mr. Scott. Ms. Keegan, you mentioned you had $400,000 in McKinney funds to serve 4,000 children.

Ms. Keegan. Right.

Mr. Scott. A little quick arithmetic, that is about 100 bucks a child. Is that a sufficient budget, or how does that compare to the marginal cost of educating homeless children with all of the extra challenges that that provides? Can you make a comment on the adequacy of that kind of funding?

Ms. Keegan. Congressman Scott, first of all, Arizona on average is spending about four to $700 per pupil operationally. Arizona's formula is progressive in that we fund students and not particular districts, and so it does not matter where the students would go. The money attaches to those students and that amount of money, depending on special need, et cetera, if there is a special educational need, for example, there's a multiplication factor for the child now, not the district.

So regardless of where these children would go, they would be entitled, if you will, to the same amount of money. So as I am sure you well known, I and any advocates for homeless children will tell you that an extra $100 a year is not enough to cover what it costs. We do rely heavily in all of our public schools on contributions from corporate sector, and we encourage in Arizona direct investment into schools through private tax credits so that we say to people, "you determine where your tax dollars are going," and we encourage them to direct their investments directly into public schools.

They can do that here. They can do it in any public school. So it is a small amount, but as I say, when you multiply that by a couple hundred children it makes a difference.

Mr. Scott. Well, what happens at Pappas that doesn't happen at other schools that would make it advantageous for a student to be here rather than somewhere else?

Ms. Keegan. Well, Mr. Chairman and Congressman Scott, as Mr. Basha has said in his comments, there are a whole host of ancillary services. You speak about homelessness not being a trait in and of itself, and I would grant you that.

However, homelessness has secondary traits. These children are often unhealthy and the school provides them medical care. They often do not have clothes. The school finds them clothes. They often do not have support after school. The school finds them someone to take care of. The school provides attempts to provide an infrastructure the children temporarily do not have.

Mr. Scott. And the other 90 percent of homeless children that go to school somewhere else would be in need of those same services.

Ms. Keegan. Absolutely, Mr. Chairman, Congressman Scott, and oftentimes they are not only entitled to them, but get them. We have a number of public school districts that do provide medical health care on their facilities, that do provide after school care, that are extremely sensitive to the needs of their kids.

Sensitivity to children does not only exist at Thomas J. Pappas. Educators in Arizona across the board are extremely sensitive to this issue. I believe we can always do better, but I cannot make the accusation that schools in Arizona are not attempting to meet this need.

Mr. Scott. If we are developing a national public policy, should the focus of that policy be focused on making sure that the 90 percent of the students who attend mainstream schools get those ancillary services, or does the alternative strategy of establishing separate schools for the homeless divert attention from that and make it less likely that those in the mainstream schools might get those services?

Ms. Keegan. Mr. Chairman, Congressman Scott, I think that is a false choice. Both of those things can and do exist, and we ought to make our investments fully. We ought to make all choices available and make certain that anywhere a child would choose through the choice of their parents to be at school is going to be a great choice for that child. I do not think we ought to be pitting facilities like this against the rest of public education.

Mr. Basha. Congressman Scott, may I just post script what Superintendent Keegan said? In our own Chandler District, sir, we have a school that provides holistic programs for our children, and it is only anecdotal when I share this with you.

I was talking with the nurse and the doctor last year about a child that was brought in after school for medical care, and the child had a horrible ear infection, and the doctor took care of it, and on the way out, the nurse said to the grandmother, ``Well, what would you have done had the doctor not been here?"

And the person said, ``well, as usual, we would have taken a stick and we would have poked the ear with a stick."

So I tell you this because there are schools around Arizona, only to substantiate what the Superintendent says; there are schools around this state that are providing needs to our students, but it is, as she said, a matter of choice. This is one choice.

There are choices throughout Arizona, but this is a very fine choice in my humble opinion.

Ms. Keegan. Thank you.

Chairman Salmon. Thank you. I wanted to also maybe piggyback on the question about how influential the private sector funds are to this organization and what the differences are, how much it impacts. The chief difference is that 100 percent of the private sector funds go here to Pappas to the children as opposed to when it comes from Washington they get a fraction of the money; pennies on the dollar. So, that is one difference.

The other difference is they have the flexibility to spend it according to the needs of the families and not some dictate out of Washington.

Congressman Shadegg.

Mr. Shadegg. Thank you very much.

Let me start with health quickly. So we are going to key in, your department encourages and advises all schools in the State of Arizona as a result of McKinney that they have to accept and educate homeless children; is that right?

Ms. Keegan. We welcomed that law, Congressman Shadegg.

Mr. Shadegg. And you try to keep schools apprised of that, and if they say, ``Wait a minute. Where is his or her immunization?" you deal with those issues and make sure those kids get in.

Ms. Keegan. That is correct.

Mr. Shadegg. And there is no requirement that any child who attends the Thomas J. Pappas School must go here. They have the right if they choose to go to their neighborhood or community school.

Ms. Keegan. Absolutely.

Mr. Shadegg. I want to understand one point you made because I thought it was excellent. We are, I am sure, going to get into a lengthy discussion about performance later, and as I understood your testimony, you said clearly that you are not aware of any study which shows that measured against their own starting point, homeless children who attend a neighborhood school do better than homeless children who attend a specialized school for homeless children; is that right?

Ms. Keegan. That is correct. There has been no such study, so far as I am concerned or have ever been made aware of.

Mr. Shadegg. One quick point, and correct me if I am wrong about this, but at least to a certain degree, Arizona is in the lead in allowing private support for all schools, are we not, in the sense that Mr. Scott focused on private sector support for this school. The reality is that Arizona has adopted a very far looking policy that says any family in America that wants to support a private school _ excuse me _ a public school, whether it is their neighborhood school or one 50 miles away or 200 miles away may do so with private dollars. Isn't that correct?

Ms. Keegan. Right, any family in Arizona Congressman, not America. Although, that would be great because then we would have all of that money available for Arizona public schools.

Mr. Shadegg. Well, I would just like you to know I would like it to be as to_

Ms. Keegan. Exactly. You and I were sharing a thought.

That is absolutely right. Arizona's tax credit law encourages families to make up to a $200 donation to any public school of their choice, and that is rebated dollar per dollar to them in their income tax, correct.

Mr. Shadegg. The last part I want to conclude with is to your knowledge, and as a matter of fact, there has been no change in the law on the issue of funding of the Thomas J. Pappas School. What there has been is a change in the policy of the Department of Education.

Ms. Keegan. Mr. Chairman, Congressman Shadegg that is exactly right. I do not know how this all originated, but, yes, changes in the tenor of the language used by officials at the Department of Education, changed in suggesting that perhaps a new interpretation is on the horizon, but Congressman Shadegg, that is not the result of any change in the law that we are aware of.

Mr. Shadegg. They are trying to pressure you into cutting off funds for this school without being able to point to a change in the language that the Congress enacted.

Ms. Keegan. Mr. Chairman, Congressman Shadegg, I think they would object to the term that they are trying to pressure us to cut off funds. I would tell you _

Mr. Shadegg. Let them object. They did not show.

Ms. Keegan. I will tell you, number one, that will not be successful, and secondly, I think they are heartily encouraging school chiefs, such as myself, to consider cutting funding off from facilities like this, and I would likewise encourage my colleagues across the nation not to do it.

Mr. Shadegg. Great. Good for you.

I will be formal here because it is a formal hearing. Mr. Basha, I was thrilled by your remark that the only place that a homeless child may not feel stigmatized is here at the Thomas J. Pappas School, and I would wholeheartedly agree with that.

You also say in your testimony that the Thomas J. Pappas School exists because there is a desperate need for it. We just heard an exchange over the issue of the 90 percent versus the ten percent.

If the Thomas J. Pappas were closed as a result of a change in public policy by the United States Congress, then it is true, of course, that none of those 90 percent of children who are homeless and in some other school would have even the option of going to school where they did not feel stigmatized, would they?

Mr. Basha. Congressman, I am not sure that I can answer that question. I think it depends upon the school and how the school addresses and respects those students. I think that is what is paramount. That would be my response.

Mr. Shadegg. Let me ask another question because I have difficulty with this. We seem to be talking about homeless children having the ability to go to their neighborhood school or their community school as if that were kind of just a norm. Of course, they could go to a neighborhood school rather than a specialized school like Thomas J. Pappas, but by definition if you are homeless, what_and maybe you are not the right person to ask this, though I thought your comments about the need and the stigmatization would go to this issue_if you are a homeless child and in one week or one day you are sleeping at 59th Avenue and Glendale and the next week or the next day you are sleeping at Rural and Guadalupe or some place out in the East Valley and the third day you are sleeping or the third week you are sleeping at Van Buren and 16th Street, which neighborhood school is it that you are supposed to go and get sufficient_

Mr. Basha. I think that that begs two questions. I think the first is, Congressman Shadegg, how many homeless students are not going to school, but because of mobility and because of other factors that we have already discussed? I think that is a critical question.

And the second question is, as you say, many of these students do not know where to go, and if I could quote you the adage, instead of moving Mohammed to the mountain, we are moving the mountain to Mohammed, and I think that is what the Thomas J. Pappas School does. It goes out and seeks these students in a demonstrable way, in a comprehensive way, in a respectful way.

Mr. Shadegg. Thank you very much.

Chairman Salmon. Thank you very much.

We will go to the second panel.

Chairman Salmon. We will go ahead and convene.

I would like to introduce, first, in the middle of the panel here and the kind of center of attention today is Dr. Sandra Dowling, who is the Superintendent of Public Instruction for Maricopa County School System.

Chairman Salmon. And if it were not for Dr. Dowling, this school would not exist. She is the one that had the vision, the foresight, the passion to develop this school many, many years ago. In fact, I think that if it had a second name besides the Thomas J. Pappas, it would be called the Sandra Dowling School.

So we are really, proud to have you here today, too, and very honored.

I will go ahead and start at the other end of the table, too. We have Ms. Edith Sims. She is the facilitator of the Homeless Education Program for Spokane Public Schools in Washington, D.C. Oh, excuse me. Washington. I have this D.C. thing on the mind. I am sorry. It is a Freudian slip, I am sure.

Let me move to Dr. Luisa Stark, who is the chair of the Phoenix Consortium to End Homelessness.

Next is Mr. Walter Varner, who is the President of the National Association for the Education of Homeless Children and Youth.

Next, we have Ms. Garfield, Sara Garfield. She is the founder and Executive Director of St. Mary's Interfaith Transitional Learning Center in Stockholm, California.

We have Mr. Bacon. Mr. Bacon is a former graduate of the Thomas J. Pappas School, is currently a student at Phoenix College. Great.

Chairman Salmon. It is Chuck Bacon. Excuse me.

Thank you, Mr. Scott.

Then finally, we have Ms. Tammy Wells, who is the mother of four children, and you deserve a Medal of Honor for that in and of itself, and a supporter of the Thomas J. Pappas School. So, we would like to thank our distinguished panelists for being here today, and I would like to start with Dr. Dowling.

STATEMENT OF DR. SANDRA E. DOWLING, SUPERINTENDENT, MARICOPA COUNTY SCHOOLS, PHOENIX, ARIZONA

Dr. Dowling. Thank you, Congressman Salmon, members of the committee.

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I would like to thank you for the opportunity to discuss the issues regarding the education of children who are homeless. There are three major topics I would like to place before you. They include the history of the Thomas J. Pappas Elementary School, a school known nationally as an exemplary model for these children.

Next, I would like to discuss the fallacy concerning the advantages of mainstreaming students.

Finally, I want to discuss the virtue of local control of education policy.

The Pappas Elementary School is providing the most progressive, reform minded, elementary education in the United States. The school is complete with both educational and social services. The school's social service program is entirely funded by the private sector. Corporations, small businesses, government, and private sector employees, community service organizations, retirees and local high school students provide financial resources and volunteer services that are unduplicated anywhere.

Our school is the perfect model for improving the imperfect lives of innocent victims, homeless children. For many years, the word "homeless" meant the dirty, grungy people sleeping on the grounds of the old Carnegie Library at 12th Street in Washington.

Maricopa County and the City of Phoenix established a temporary shelter forcing our community to develop a realization of homelessness. Then, to the surprise of many, the unfortunate and innocent victims of homelessness, the children, were discovered.

Neighborhood schools in the downtown Phoenix area were under pressure to find classroom space for the children of their taxpaying residents. Local shelters had attempted to enroll their students in these neighborhood schools only to find resistance.

After continual rejection, the shelter staff decided to halt any attempts to enroll children in the neighborhood public school. Instead, they began offering their own program. At this moment in history, as newly elected county school Superintendent, I became involved with the Phoenix fire fighters, the Episcopal Diocese of Phoenix, the Central Arizona Shelter Services, and several private individuals in an attempt to make a difference in the lives of these innocent victims.

A one-room schoolhouse began in donated space provided by the Episcopal Diocese of Phoenix at Trinity Cathedral, staffed by the regional school district and with local fire fighters as classroom volunteers and mentors.

The Thomas J. Pappas Elementary School for Homeless Children was born. While not exactly in a manger, it was definitely a miracle in progress.

Shelter staff insured me that the maximum enrollment at any one time would never be more than 25 students. Within a month, there were 50 students. Another facility was identified and renovation began.

A new shelter at an old model in the seediest part of Phoenix allowed us to use the former front desk and office area for classrooms. The junior high program was located in the area that was once the motel bar.

As enrollment continued escalating to the staggering proportions of nearly 150 students, the school was forced to relocate for a fourth time in less than three years. A former automobile dealership that had just finished serving, as the Pastor for Congress Committee headquarters was available.

After remodeling, the school would be able to serve 330 children. The following year the school was dangerously close to capacity again. After two years of negotiations in a community fund-raising project that netted over $1.8 million, the current Thomas J. Pappas School for homeless children was a reality. Its capacity was 550 children.

During the second year in the new facility, over 700 students greeted the teachers and staff. Again, there was a wild scramble to find space for the overflow of students. Once more, we turned to an ecclesiastical partner, the Presbyterian Church one block away.

The junior high students were sent to the church instead of to the bar this time. Currently we have relocated back to the car dealership building for our 300 junior high and high school students. Additional classroom space has been added for this school year at the main campus, increasing our capacity here to 700 students.

The school year 2000-2001 projected enrollment is estimated to be 1,000 students on these two campuses. In addition, by the end of the 2000 calendar year, it is anticipated that we will open another site with another ecclesiastical partner, the Catholic Diocese.

Initially the Tempe site will host approximately 100 children. This is a capsulated history of the Thomas J. Pappas Program.

The Pappas Program does not recognize the value of mainstreaming children for the sake of political correctness. The enrollment at Pappas Elementary School is limited to children that qualify for admission using the criteria established by the Stuart B. McKinney Act. Neighborhood children, unless they meet this criterion, cannot attend.

Some social welfare advocates believe that all children attending school should be mainstreamed. Mainstreaming is an educational term that forces social engineering within our public schools. Although an interesting idea, it does not allow for individual differences or community involvement. Instead, this concept homogenizes everyone into a mold that is perceived to represent the ideal, but in reality reflects a nightmare.

The staff of Pappas School are experts in assisting homeless families. Many homeless parents believe the outreach staff is their only advocate when dealing with the social welfare system.

The Pappas staff provides more than an occasional food basket or kind word. These dedicated individuals are always ready to help. Yes, Mr. Congressman, they could provide you with a sheltering place to stay tonight if you needed one, as long as you met the criteria of the McKinney Act.

Forcing the public school system to provide such assistance would be an impossible challenge even for the most well-meaning public school counselor. In most public schools, the student counselor is a generalist. To the extent, public schools are able to address homeless issues; they can only act as facilitators, not experts.

Mainstreaming is not a panacea for the problems these children face. In fact, some educational researchers now believe that mainstreaming is having a negative effect on classroom performance. Those associated with Pappas Elementary School believe that if McKinney Act funds were invested exclusively on creating exemplary schools like the one you see here today, you with your individual vote would make a greater difference in the lives of many children.

Finally, I cannot let these hearings end without making a strong statement for local control. Education in general has been either the victim or the beneficiary of local control. Some people believe the system of local schools with local school boards is obsolete. However, the principle that the government closest to the individual works best has been a long held tenet of the American tradition.

In communist countries, the schools are upheld as models. They are lionized because of their presumed efficient use of resources. In reality though, look at what their efficiency brought. In most of these countries, liberty was lacking. Local decision-making was absent, and the economic forces were unable to insure their comrades with the satisfactory standard of living.

Over the long term, central planning and control proved to be the downfall of the Soviet system. On the other hand, traditional local control provides the mechanism that prohibits government and its institutions from falling down the slippery slope that ended communism as an economic system.

Interjecting federal rules and local government decision-making has a tendency to exacerbate problems rather than provide a universal solution. The obvious lesson of the 20th century has been that local decision-making works best at solving local problems.

There is no single solution. The Pappas Program has its financial problems. Additional money would certainly be helpful. However, our state on its own is also addressing some of these dollar and cent issues.

Arizona is providing additional money for teacher salaries and school counselors. The State of Arizona will fund the next building needed for the Pappas Project without federal participation.

The business community is raising additional dollars for us to hire another outreach worker and a music teacher. The City of Phoenix Parks and Recreation Department with local dollars is providing an after school program for our students. All of these efforts are partnerships.

I believe the committee should focus its efforts on stimulating these same types of partnerships rather than increasing sanctions and regulations.

In Phoenix, Arizona, we know the Pappas model works. Rather than wasting time and effort in the philosophical battle over the methods of instructional delivery, it would be in the children's best interest to work together in providing additional resources to meet their needs.

Partnerships should be encouraged and individual initiative rewarded.

Thank you.

I would like to thank you very much for coming to the Thomas J. Pappas Elementary School and providing us the opportunity to discuss this most important issue of educating homeless children.

Thank you.

WRITTEN STATEMENT OF DR. SANDRA E. DOWLING, SUPERINTENDENT, MARICOPA COUNTY SCHOOLS, PHOENIX, ARIZONA – SEE APPENDIX D

Chairman Salmon. Thank you.

STATEMENT OF EDITH SIMS, EDUCATION SPECIALIST, SPOKANE PUBLIC SCHOOLS, SPOKANE, WASHINGTON.

Ms. Sims. Members of the subcommittee, thank you for the invitation to speak to you today.

In 1989, a separate school to serve homeless children in Spokane, Washington began in a one-room schoolhouse at the YWCA staffed by teachers from Spokane Public Schools. I taught second, third, and fourth grades at that school.

It was a magical place. We felt absolutely passionate about our students, recognizing their very special needs physically, emotionally, and academically. During the 1998-99 school year, our district chose to move to an integrated model. Several factors led to this change.

First, there was a concern that despite all of the wonderful social services that were being offered to our families, educational curriculum was not aligned with the rest of our district, thus actually placing our homeless children further at risk for future school success.

Secondly, we had heard about successful integrated models nationwide. It made sense, and it seemed best for children to devise a model that supported the homeless children within the normal school environment while continuing to build in support services for families. We in Spokane wanted the best of both worlds.

Personally, I wept for two weeks as we began the task force to design the new model. It was terrifying and difficult to give a known model up for a model that for us was untried.

The new integrated model has far exceeded our expectations. Our community has continued to embrace us with their support. By utilizing the wonderful collaborative connections that were already established, we are still able to provide each student in our program with backpacks filled with school supplies, new clothing and new shoes to begin their school.

In addition, we still have the medical clinic, which makes recommendations to dental and vision and domestic violence counselors housed at the YWCA.

Because school staffs have now been educated to look for and identify the issues and needs of homeless children, our numbers jumped from 134 children the previous year to 339 children served last year. Of those 339 children, 217 of those children were able to remain in their school of origin with the support of our integrated team.

Teachers expressed delight to have support to be able to keep their kids. Kyle was a fourth grader referred to us by his school counselor the third week of school in September. He had been in 11 different schools, grade kindergarten through third. A thorough research of his transcripts also revealed large gaps where we strongly suspect that he was not in school at all.

With the support from the new model, Kyle was able to remain in one school the entire school year even though his mother couch served or moved 11 separate times. Because Kyle was stabilized in our school, the inappropriate behaviors that he was very obviously displaying could be corrected, and it was determined that Kyle also had something organically wrong. We discovered that Kyle was nearly deaf in both ears.

After the hearing aids were installed, Kyle's teacher reported to us that he had come to them and said, ``I can hear now, and I'm being good. I want to be a crossing guard."

I believe it is also important here to point out that the new model also assisted Kyle's mother. Our team also has on it a social worker through the YWCA and a mental health professional supplied to us by a three-year grant by the City of Spokane.

The social worker assisted Kyle's mother with drug treatment and training and allowed the family to stabilize. Kyle and his family will be starting his second year in the same school for the first time in those children's lives. I know for a fact that this family would have been missed in the pullout separate model.

Another surprise that we had in Spokane was the number of schools where we discovered homeless children. We had expected to find children in nine to 11 schools. Instead, we served children in 36 different school sites last year.

Integrated models can and do work. I have attached copies to my testimony of other successful models. In addition to the other services that I have already mentioned, we offer one on one tutor mentors to assist students at their neighborhood schools, and we have homework centers in two of our largest shelters already up and running, staffed by a local university.

We also have plans that the rest of our shelters that serve homeless children will be in place this fall staffed again by universities within our City of Spokane.

Strong integrated models can be extremely empowering for homeless children. We served 339 children last year, 339 children that were allowed to be stabilized, stabilized within a normal school environment, that allowed them to take band and music lessons. They took baseball and basketball. They joined computer clubs.

I enjoy walking through our schools in our district and seeing the children that are involved with our program. They blend in well. Our children consider themselves Glover Falcons, Stephens Eagles, or Fair Saxons, not homeless.

Thank you.

WRITTEN STATEMENT OF EDITH SIMS, EDUCATION SPECIALIST, SPOKANE PUBLIC SCHOOLS, SPOKANE, WASHINGTON – SEE APPENDIX E

Chairman Salmon. Thank you. If we can next go to Ms. Garfield.

STATEMENT OF SARA GARFIELD, EXECUTIVE DIRECTOR, ST. MARY'S INTERFAITH TRANSITIONAL LEARNING CENTER, STOCKTON, CALIFORNIA

Ms. Garfield. Thank you to the Congressmen, and I am happy to be here basically on behalf of all of the rest of the 40 schools in the United States that are considered to be segregated and isolated sites.

And, I think I can speak for my colleagues. I know many of them. Some of them are here today, that in a better world we would all be happy to close our doors, and if the public schools could provide for our children all of the services that we provide in our schools, we would be more than happy to be sending our children to these public schools.

But unfortunately, the public schools seem to be unable in our community especially to provide many of the minimum services. Our school provides extensive counseling services with three therapists for 80 children. Our public schools in our community have one counselor for eight to 900 children.

We have a ratio of one teacher to every five children because we use students from California State University, Stanislaus, who are trained interns and student teachers who work in our program.

We have health services on site, medical clinic, dental clinic, showers, and clothing. We can provide the children the services that they so desperately need while they're in transition, and until they can receive those services in every public school that they go to throughout our community, we feel very uncomfortable about sending the children off to the public schools without that support.

We are called the Transitional Learning Center, and that is our focus, to provide these extensive and intensive services for the children while they are in transition. As soon as our families get into permanent housing, we have mentor advocates that take the children to the new school, get them registered, and follow them up for at least a month visiting once a week, helping the new teacher and the child to make the transition into their new public school.

We are a collaborative program with the county Office of Education, California State University, Stanislaus, and St. Mary's Interfaith Dining Room, which is the day facility that provides all of the services I mentioned.

We also collaborate with 20 other organizations at least in our community that provide additional volunteer support, funding, field trips, et cetera.

In response to a letter that was in our local Stockton Record regarding the potential closure of our school if this legislation passed, we received 350 letters to Senator Diane Feinstein in support of the school, and I would just like to share with you what Senator Feinstein said in part of her letter.

``I support the Transitional Learning Center. It provides an invaluable service to many homeless children. Every child is entitled to a quality education, and I admire the TLC for providing homeless students with solid instruction, emphasizing the core subjects in literacy. I do not support taking federal funding away from schools for homeless children, and I will work to insure excellent educational opportunities for all students."

But what it is really all about is the children. So I think I would just like to share a couple of stores about a few of our children because whenever I go anywhere, in my mind I bring the children with me, and that is why we are there.

And one little gal that comes to mind, her name is Michelle, and when we enrolled her on the first day of school, she said that in her last school they had been homeless and living in a car. So, her parents were very industrious. They parked the car in front of the best school in our community because they wanted their children to go to the best school.

Michelle went to that school, and on the playground the children encircled her and threw rocks and sand at her and called her ``Stinky," and she said to me, ``You know, Ms. Sara, I know I smelled. I was living in my car. I know my clothes were dirty, torn and ragged. We were living in a car, but we wanted to go to school."

She said she felt humiliated. She never felt safe, and one day she wrote me a letter and said in the note, she said, ``you know, TLC makes me feel like I belong. It makes me feel comfortable. It enables me to ask for what I need without feeling embarrassed that I do not have any underwear on or that I need a shower or that I have lice or that I need medical or dental care."

That is why we are there, to provide for these children while they are in such transition. Many of our children would be in nine schools in one year if every time they moved they had to enroll in their new neighborhood school.

Now, granted the law says that the child can stay in their school of origin, but there is no transportation provided. So, when you are looking at a community of 20 miles and the family cannot get the child back to the school of origin, they end up going from school to school or in most cases not going to school at all.

The children come to us with incredible psychological problems. They are in grief. They have faced situations that many of us do not want to even talk about or think about, but our teachers know and understand where those children are coming from. They are able to recognize the sights and signs of the children when they are having emotional problems, and we are better equipped to deal with them.

And I would like to tell you a story about a little guy named Seraphine that I think so poignantly points that message out. He was behaving very strange in his class, and his teacher knew that there was something wrong.

Of course, oftentimes our homeless children in a regular public school with 32 other children in the classroom, the teacher does not realize what is going on, does not know that child is homeless, does not know why they are behaving like that, and therefore, just assumes that they are having bad behavior.

So, our teacher sent Seraphine to our therapist. We are fortunate enough to have a form of sand trait therapy to work with the children that produces incredible results where the children take figurines and they tell their story by playing in the sand.

Too often children that are abused and physically neglected are told not to tell. ``Don't you dare tell what's going on at home at school." So, by being able to play and act out their problems and their fears in the sand trait therapy, they reveal to us very quickly what is going on in their lives.

And Seraphine said to our counselor in the process of his play therapy, he said, ``You know, I want to be an astronaut when I grow up." He said, ``I love the costume." And he said, ``You know, I used to have a telescope, but last night my dad came home drunk, and he saw my telescope, and he took it," and he said, ``I knew he was going to take my telescope and beat my mom." That is what had happened to the child the evening before. He witnessed his father beat his mother with his prized possession, his telescope.

Then he said afterwards, he said, ``I took the telescope. When my dad left, I took the telescope and I broke it into many pieces and threw it away so my dad could never hurt my mom again."

Then he looked at our therapist and said, ``that is the last time I'll see the moon." And to me that is what this is all about. It is about the Seraphims and the Michelles and the other children that come to us with such needs and wants and desires and so eager to learn and be at school. Yes, they have a choice, and no, we are not forcing them to be there, but they need the medical care, the dental care, the clothing, and the showers. They need to be able to eat three breakfasts on Monday morning if they are that hungry.

They need to feel safe and comfortable and say, ``I do not have any underwear on. Can I please get some underwear? I do not have shoes."

They need to be able to ask for what they want, to be given what they need without feeling humiliated or demeaned. They need to have an extensive testing done on each child, which we do on their first three days, so that we find out exactly where they are and fill in the gaps in their education because our kids our bright and they are eager and they love to learn. They just have not been in school long enough, and there are too many gaps in their education.

So, they need the intensive diagnostic, prescriptive approach that enables us to do small group instruction, working on the skills that are lacking in their education, and then help them get caught up so that when they move back into the public school system, they are able to function.

I am proud to say that we pre and post test our children at 60 days and 90 days. Last spring, 92 percent of our children showed one to two years' growth in reading, word recognition, and comprehension in 60 to 90 days, and that is due, I believe, to the intensive and extensive services that we are able to provide.

I do not know of one public school in our community that does not want our children. They would be happy to serve them, but most say, ``we cannot provide for these children what you are providing for them."

We received for three years $120,000 of McKinney funds, and that enabled us to provide extensive services to over 350 children each year. If that money were distributed throughout the entire county, each child may receive one service for the whole year.

We lost our McKinney funds within this last granting cycle, which we just found out in August and do not know at this point. As of October 1, we are $120,000 short in our budget, but we have been told by our community members that they will go out in the community and raise the funds if that is what it takes to keep continuing to provide these services to these children.

So in closing, I guess I would just like to say that to the U.S. Department of Education, when is the last time that any of you taught in an inner city school or worked with our children or understand the constraints that the teachers face and the issues that the children bring to school with them?

And I wish that they and the National Law and Poverty Center and the Coalition would come and visit all our schools and look and see what we are doing right and help us look and see what we could be doing better and work with us. We could all work together to improve the education because it is all about the kids, and I think that is why everybody is here today.

Thank you.

WRITTEN STATEMENT OF SARA GARFIELD, EXECUTIVE DIRECTOR, ST. MARY'S INTERFAITH TRANSITIONAL LEARNING CENTER, STOCKTON, CALIFORNIA – SEE APPENDIX F

STATEMENT OF CHUCK BACON, FORMER STUDENT, THOMAS P. PAPPAS SCHOOL, PHOENIX, ARIZONA

Mr. Bacon. Hello. My name is Chuck Bacon. I am here to give you guys my testimony as a student.

I attended Pappas for four years. I am currently a freshman at Phoenix College.

My answers to the four questions to which I am asked to respond to are based on my personal experience as a former student at the time that my family was homeless. Each question deals with a specific aspect of educating homeless students and I have answered with the honesty, integrity, and the perspective of someone who has been there. I hope the testimony makes a difference in the lives of future Pappas students.

Okay. On that note, let's go to the next one. Thank you.

What is the difference between Pappas Schools and other mainstream schools? One of the differences between the Pappas School and other mainstream schools is that the Pappas staff expects the unexpected. The students are not expected to adapt to the school. The school is expected to adapt to the students' needs.

For example, homeless students move frequently, sometimes daily, and mainstream schools do not generally have the capacity to change bus schedules quickly. At Pappas, bus stop adjustments can be made to respond to the address changes as they occur.

At mainstream schools, bus schedules are handled at the district office. At Pappas, there is a person whose job it is to adjust the schedule, sometimes many times during the day as families move around.

Another difference between Pappas and other schools is the attendance boundary. The Pappas attendance boundary is the entire area of Maricopa County, and Maricopa County mobility problems are compounded for homeless children because with the county there are more than 40 local school districts, each with their own boundary.

In the downtown area alone, there are seven or eight districts very close to Pappas School. As a consequence of these local districts having their own attendance boundaries, one district bus will not cross over into another district to pick up another student who has moved overnight. Since the Pappas bus passes through many districts, students at Pappas are not faced with the change in schools every time they move, provided they stay in Maricopa County.

Another major difference between Pappas and other schools is the support they give through food boxes, clean clothing, and an on-site medical clinic. Many homeless students come to school hungry, having slept in their clothes and having many health problems. At Pappas, six children are treated by a pediatrician or nurse in a medical clinic located at the school. Students are given clean clothes that are donated to the school so that students never have to feel ashamed of what they are wearing or the way they look.

Since lunch meal is often the last meal that many of these students eat, the school sends home food boxes to hold them over until morning when they come to school again. These differences may seem small, but they make huge differences in the lives of homeless children.

To touch upon another note, how do Pappas students view the separation issue? I can only answer the question of the students' view on the separation issue from my point of view. When people talk about separation, I assume they mean segregation. I suppose there is a little embarrassment of being at the school for homeless students. However, the real source of embarrassment is at being homeless.

During the homeless days if I were asked if I would rather be at Pappas or at a mainstream school, I would have answered Pappas. At Pappas everyone is the same and in the same situation, and there is never a need to feel different or explain your situation.

Okay. On another note, how do your experiences at the Pappas School prepare you for the life after you left the school? The staff at the Pappas School helped me gain confidence in myself. At Pappas teachers like my eighth grade teacher and my seventh grade teacher, they drilled into us failure was not an option. It was because of them that I felt prepared academically for high school.

When I was a student at Pappas, I was fortunate to have many mentors. It was where I met a Phoenix fire fighter. Still today, I think of him as a brother and a good friend. I know I can count on him, and I can remember in close contact with many others of my mentors. It boils down to the personal relationships that were built between the teachers and mentors that prepared me for life after Pappas.

What would be the effect of closing down Pappas School? I feel that if you closed down schools like Pappas, you would be taking one of the safest places that kids have to go. You will not only be shutting down a school. You will be shutting down kids' hopes and dreams for a better tomorrow.

Many homeless students will not be competitive in mainstream schools. High mobility will always be an issue to them. During the adjustment period when students change schools, they miss out on learning and continue to fall behind in their schoolwork, or worse, they stay out of school for long periods of time while their family attempts to find a place to stay.

In closing, I would ask that the members of the subcommittee listen carefully to all of the testimony and make their decisions of what to do with Pappas type schools based on what is right for homeless students.

Now, another thing is homeless does not come with a book. I mean to be homeless and be an adult is one thing, but be homeless and be a child is another. I mean for most of the kids that ended up at Pappas, yes, we had a choice to come here, but did we know it was going to be a safe place? No.

I have been through many, many public schools. I have been behind academically in many, many public schools, and shoved aside by many public school teachers just because I cannot keep up in the work.

Okay, but when you come to Pappas, it is as I said. They expect the unexpected. They are there for you. You do not have to adjust for them. They adjust to you.

I mean, it is; I am stuck, participants. No, you are not.
I do not understand why they would want to shut down something that is doing such a great thing for us. I mean, they say everybody is supposed to get an equal opportunity. How are we as homeless children getting an equal opportunity when you are sending us into a mainstream school unprepared?

Okay. What does a mother or a father do for their child before the school starts? They go out and buy them school clothes. They go out, you know, and everything they need to start school. How are we supposed to go out and get everything we need to start school to be competitive if we cannot even find a place to stay?

There are many times; I mean, one time my family has to stay in a field on 44th Street and Van Buren. In the morning, I had to get my little brother up, go to the nearest gas station to wash up and walk about a mile and a half just to get to the bus stop to make it to Pappas.

Why? Because Pappas is like our La-la Land. As a child, you have no control over the situation. You go where you are supposed to go. I mean your parents have most of the control. As a child, you are just there. You have to deal with it, and why would you want to deal with all of the stuff happening outside of school when you can go to a school where the staff welcomes you with open arms and loving hands?

To this day, I would not be here to be able to give you this speech, to be able to tell you my side if it was not for the Pappas School. Because I would probably have just become what many people say is a statistic because I probably would not have even made it through high school, and now I am a freshman in college.

Coming from the background that I come from, we are not even expected to graduate high school, let alone go to college, and to see that we have the opportunity to become something, to go to college means a great thing.

I thought that, you know, I guess the government or whatever out there is supposed to try to help educate the youth these days, not take it away.

Thank you.

WRITTEN STATEMENT OF CHUCK BACON, FORMER STUDENT, THOMAS P. PAPPAS SCHOOL, PHOENIX, ARIZONA – SEE APPENDIX G

Chairman Salmon. Ms. Wells.

STATEMENT OF TAMMY WELLS, PARENT

Ms. Wells. Hello. I am Tammy Wells. I am here to speak about a few reasons why I believe T.J. Pappas should remain open.

I am a homeless mother with four children. My children are looking forward to coming back to Pappas. I have been reading some articles on why Congress and a few others would like to see Pappas shut down. It infuriates me that someone would take away something so positive in not only my kids' lives, but also many others.

I hear certain people talking of segregation of Pappas, students of public schools and comparing it to the years when black children were not allowed to be schooled with white children. This is the most ludicrous thing I have heard. The government made things that way back then.

No one said our students have to come here. It is our parents. It is our choice. Why should the government be able to take these choices away?

I believe by placing homeless children in mainstream schools is a way to close eyes to just how much homelessness there really is. Pappas provides these children with education, free clothing, counseling services, and excellent mentors, not to mention making it possible for these students or for these kids to see doctors and dentists.

But, what I really like is walking into the school and seeing a staff member know a child on a first name basis or, better yet, just giving them a hug because they need one. Let's face it, these are kids with totally different issues than most mainstream kids, and T.J. Pappas is a school that recognizes this.

Have you ever tried to live in a motel one night or a friend's house the next or your car in a river bottom and have to worry about your kids going to school? Pappas makes it possible for these children to get the education, as well as their other needs. They provide transportation to these kids no matter how many places they might live in a week's time.

I would love to have the white picket fence and be able to send my kids to one public school all year long or their whole childhood, but reality is that I am not able to do that at this time. It is a great comfort to me to know that I have Pappas there for my children.

Most of you will not ever know what it is like to be homeless or to move your children from one place to another not once a year, but every day. Unfortunately I do. Therefore, I am asking that you not take away some of these kids' own stability.

I would like to close by saying thank you to allow me to speak here today, and I think it is an honor that my kids are allowed to come to Thomas J. Pappas.

Thank you.

WRITTEN STATEMENT OF TAMMY WELLS, PARENT – SEE APPENDIX H

Chairman Salmon. Mr. Varner.

STATEMENT OF WALTER VARNER, PRESIDENT, NATIONAL ASSOCIATION OF THE EDUCATION OF HOMELESS CHILDREN AND YOUTH, BALTIMORE, MD

Mr. Varner. I think I might need that microphone down there.

Mr. Chairman and members of the subcommittee, I thank you for this invitation to speak today.

I am President of the National Association for the Education of Homeless Children and Youth. The National Association represents state and local educators in all 50 states.

I am also the Maryland State Coordinator for Homeless Education. In this capacity, I am charged with carrying out the McKinney Act requirements for the State of Maryland.

The National Association opposes school segregation because homeless children do best in integrated settings and because separate is never equal. The justifications commonly offered for segregating homeless children from their housed peers do no hold up under scrutiny, and the fact that they are homeless should not be a reason to segregate them.

Some argue that separate schools are needed because of barriers to homeless children's admission to mainstream schools. Well, the creation of segregated programs merely perpetuates these barriers in violation of students obtaining Homeless Assistance Act.

Today thousands of schools across the country have eliminated barriers and successfully support homeless children's education in mainstream settings. Proponents of separate schools also claim that such settings protect homeless children from ridicule and prejudice.

We believe it is unacceptable to accommodate the prejudices of housed children against their homeless peers by separating them into different educational facilities. Integrated programs combat prejudices by insuring that homeless children have the same supplies, school supplies, clothing and materials as non-homeless children, and by successfully developing the activities to foster greater understanding of the plight of homeless students.

Another alleged justification for separate schools is that homeless children frequently need special attention and services. Integrated programs, however, successfully provide a wide variety of programs tailored to the physical, emotional, and educational needs of homeless children, and they can provide these services to far more children than is possible in a segregated setting, and they do that across the country, and they do that not in deference to special needs.

But segregation is not only unnecessary. It is harmful. Segregation increases instability. Staying in the same school that children were attending before they became homeless promotes stability by allowing children to keep the same friends, teachers, and daily routines.

Over the past 13 years, integrated programs have made great strides in helping homeless children remain in their schools or origin in contrast to segregated schools which children attend only during the time that they are homeless adds to the disruption in homeless children's lives.

Segregation also causes harm by the private homeless parents of school choice. In most segregated programs, parents are not informed of their children's right to go to a mainstream school, nor are they provided any assistance to do so.

The very existence of barriers to mainstream schools effectively precludes parental choice, integrated programs.

We also have to realize by the McKinney Act was instituted. Segregated programs serve only a small portion of homeless children in the community, generally only those who have been in shelters. Mainstream schools are in the best position to serve all homeless children regardless of where they live.

Integrated programs have developed successful models and methods of training school personnel to recognize signs of homelessness, and therefore, assist hidden homeless children with appropriate services.

In sum, there are many reasons why homeless children are best served in integrated settings, but homeless children's education should not be discussed as a mere comparison of different program models for it is fundamental to the question of civil rights.

In the historic Brown v. Board of Education decision, a unanimous Supreme Court stated that the issue in the case was the segregation of children in public schools solely on the basis of race, even though the physical facilities and other tangible factors may be equal, deprive the children of the minority group of equal educational opportunities. We believe that it does.

The Supreme Court thus held separate educational facilities to be inherently, despite any superficial, tangible equality that may exist.

An expert witness in the district court case in Brown testified that when colored children are denied the experience in schools of associating with white children who represent 90 percent of our national society in which these colored children must live, then the colored child's curriculum is greatly curtailed.

Therefore, it is with homeless children. The denial of an opportunity to associate with their housed peers deprives homeless children of equal education. So segregation would be unthinkable if the subject were segregation by race, national origin, gender, or disability, and it should be unthinkable for homeless children, as well.

Thus, the National Association supports the prohibition on segregation contained in legislation currently before the U.S. Senate. We believe that such a prohibition will help insure that federal dollars are directed exclusively to those efforts that are in the best interests of homeless children while protecting homeless children's civil rights, and we are not alone in this belief. We are encouraged and joined by the Leadership Conference on Civil Rights, which is the nation's oldest and largest civil rights coalitions, as well as the National Parent-Teachers Association and the National Association of State Directors of Special Education.

I have attached their letters of support to my written testimony.

In closing, segregation may be a convenient response to educating homeless children and youth, but is not the right one. To segregate homeless children from their housed peers is to derive them of the educational opportunity to resource the stability, normalcy, and relationships that can only occur in the integrated environment.

We must build on what we have learned to remove in terms of barriers, expanded support, and create equal educational opportunities for homeless children in all settings, and we must be guarded by a vision of the society. We wish to achieve an integrated society of equality and justice for all.

Thank you.

WRITTEN STATEMENT OF WALTER VARNER, PRESIDENT, NATIONAL ASSOCIATION OF THE EDUCATION OF HOMELESS CHILDREN AND YOUTH, BALTIMORE, MD – SEE APPENDIX I

Chairman Salmon. Dr. Stark.

STATEMENT OF DR. LUISA STARK, EXECUTIVE DIRECTOR, PHOENIX CONSORTIUM TO END HOMELESSNESS, PHOENIX, AZ

Dr. Stark. Thank you very much.

My name is Luisa Stark, and I want to thank you very much for the invitation to come today.

I am the person I think several of you may have mentioned obliquely that may be talking about educational standards, and I kind of feel that maybe I should be sitting where you are with my back to the wall rather than this way, but I am very happy to be here.

I serve on the Phoenix Consortium to End Homelessness.

In 1988, I was a member of the task force who drafted Arizona's first state plan on the education of homeless children and youth. The plan states that it should be the policy of the State of Arizona to eliminate the need for special shelter schools, and that homeless children should be integrated into neighborhood schools.

So, this was not just something that was being pushed on Arizona from afar. This is a task force made out of native Arizonans, well, maybe not so native because many of us have arrived here recently, who came together to put together this particular plan.

And I would like to say, and I do not know if Mr. Basha is still here, but it has to be approved by the Arizona School Board, and he at that time was chair of it.

I would also like to say that also, of course, this was reinforced by the 1990 reauthorization of the McKinney Act. Integrated homeless programs would become the model for educating homeless children and youth, and that these particular programs needed to actually be integrated rather than segregated or set apart.

I also am a linguist, and I would like to say that ``congregate" usually means placing things together and ``segregate" means placing things apart. Anyway, when I use ``segregate," I hope you will not take it to mean in a pejorative way. It just means from my perspective a program or type of situation that is set apart from others.

Today Arizona has nine integrated programs. These include excellent programs in Flagstaff, Tucson, and here in El Hambro. Some of these programs are represented here today. I do not know if the people are from Tucson hopefully and Flagstaff would be willing to stand up who are with us today.

Thank you very much.

And I do hope that this panel at one time would have a chance to visit the programs at Tucson and in Flagstaff. They are outstanding, and I think you would, especially with your interest in education and interest in homeless children, see a different kind of program, but programs that succeed very well.

One of the remaining segregated schools or set apart schools for homeless children here in Arizona, of course, is the Thomas J. Pappas School here in Phoenix. I would like to say that from the onset, despite the avalanche of news stories, no one has ever recommended that the Pappas School be shut down. I mean I don't think anybody.

There has been talk about the Pappas School perhaps not getting the funding or perhaps other kinds of funding, but nobody has, to my knowledge, and I sort of keep my ear to the ground in this community and elsewhere, has ever talked about the imminent shutdown of the Pappas School.

Rather advocates have recommended that separate schools, such as the Pappas School, change perhaps their role in helping homeless children receive a quality education and that federal funds be used to support integrative projects.

I support these recommendations because separate institutions catering to homeless children have many of the problems associated with other pullout or segregated schools. I would like to discuss a few of these in relationship to our local school, the Pappas School.

One, I would like to talk about removing barriers and providing choice because Ms. Keegan did talk a great deal about providing choice and so have some of the other speakers.

State and local education agencies that have received McKinney funds, such as the Arizona Department of Education and the Maricopa County Regional School District, which runs the Pappas School, are required by law to actively pursue removing whatever barriers may exist to homeless children's enrollment, attendance, and success in school.

They must also insure that homeless children are able to attend their school of origin or the school in the attendance area where they are living, and I would like to save you from talking to many homeless children. I personally feel that the best thing that can happen to a homeless child is for that child to remain in their school of origin. Their peers are there. The people they have grown up with are there. It is not like going into a foreign school where you are the only homeless child or you are stigmatized as a homeless child. These are people, generally your schoolmates that you have grown up with and spent a lot of time with who are going to be accepting of you even though you may no longer live in an apartment and may live in a shelter.

One of the problems, of course, always with the fact that we wish to insure that homeless children are able to attend their school of origin or the school in the attendance area, of course, is transportation, and Mr. Basha, I think, alluded to that today, that this is one of the major barriers and at times makes choice for parents very difficult.

The Pappas School, as far as the Maricopa Regional School District, through its receipt of McKinney funds is supposed, to by federal statute, insure that homeless people, kids, are able if possible to attend the school of their origin or the school in the attendance area, appears not to do this. Rather, they recruit children from the various homeless agencies with the sole purpose of enrolling them as students in this school.

They do not attempt to assist, as far as I know, homeless families in enrolling in mainstream schools. The result is that we really are removing school choice from these families, which is an important part of our Department of Education's agenda.

Ms. Keegan talked so much about choice. I think all of us in this room are very much for it. However, if we do not give students choice and say the only possibility for you is to go to the Pappas School, then we are not removing barriers, and certainly a lot of students come here.

The Pappas School, I would also like to talk about schools like the Pappas School that have some problems, I believe, with providing children with a quality education. I would like to start to talk about the school content area alignment.

The Arizona Department of Education has stated that in order for students to be successful, it is critical for the school curriculum to be aligned to Arizona academic standards. I was surprised to have to say that when I was looking at the 1999 and 2000 report card, the Pappas School asserted that their curriculum was not aligned with the Arizona state standards and that they indicated their students were not being given the opportunity necessarily to master the nine areas of curriculum which comprise Arizona school content area alignment.

Now, the fact that the Pappas School has decided to not align with the Arizona academic standard, I believe, is analogous to the situation in other pull-out or set-aside schools that we have known in the past where students that are stigmatized by our society, such as homeless kids, kids of other groups have often been believed to be unable to master the standard education curriculum offered in mainstream schools.

I also believe that not having had an aligned curriculum in the past may partially explain why 82 percent of the 70 Pappas students who were transitioned out to neighborhood schools last year returned to Pappas. Providing education to a child that differs significantly from what he or she will experience elsewhere often results in setting that child up for failure.

And I do want to also remind all of us that Pappas in reality is a transitional school. This is part of their mission, to educate homeless kids to the point that they can transition to other kids.

And if in reality the curriculum that they are studying does not match those other schools or is not in sync with them, then it makes it more difficult for these kids, I would say, to succeed.

I also wanted to talk about academic performance from the perspective of the Stanford 9 test, which is the test that the Arizona State Department of Education uses to compare student performance in Grades 2 through 11. In analyzing Stanford 9 test scores from tests administered to Pappas students in April '99 and April 2000, I think there are a few trends that occurred that are perhaps a little bit disturbing.

First, in both 1999 and 2000, the Pappas School failed to meet the average Arizona performance rank score in any subject tested at any grade level, and I really need to change that. There was one subject. I believe it was reading in the fifth grade that pretty much came up to grade level.

Second, regardless of the grade level, the average score at Pappas scored lower on Stanford 9 than students attending other high poverty schools with similar high mobility rates in the central Phoenix area.

And finally, I think of most concern was the fact that the Stanford 9 stores for the students of Pappas are much lower than those of other homeless students who are served by integrated programs in mainstream schools. This is all from information from the Arizona Department of Education.

I also would like to mention, too, that I think another thing that has been brought up, and we have interviewed teachers and talked to other people who have worked here at Pappas is that since 1992 there have been 13 different principals of Pappas School, and this lack of continuity in administration can impact the school, its programs, and the work of its teachers.

I would like to conclude that the educational attainment of children who attend Pappas is lower than that of children or at least somewhat lower than that of children where the homeless are housed in mainstream schools. As one Pappas student told me, "I love the Pappas Schools, all of the volunteers and the parties and trips, but I only began to learn when I went to a regular school."

I am sure that is not true for all students, and I would also like to say that I think there are some very, very dedicated teachers here at Pappas, but I have also heard teachers who have talking in the past complained about how much their days have been interrupted at times by other activities, parties, trips, tours, by visitors, and so forth.

I would also like to add that Pappas does offer very important non-educational services. The Pappas Foundation and other donors have made outstanding social services possible by providing more than $300,000 on an annual basis. There is an excellent, wonderful medical Fund a Cure that has been set up to serve the homeless children, who come here, and I am sure there are other services and other programs I am unaware of.

But I think we need to remember that Pappas, first, is a school, and as a school, if we do not educate our children well we are not only compromising their education, but in many ways their futures. There are excellent examples of formerly segregated schools that have become resource centers for homeless children, including the example that Edie gave of her program in Spokane, Washington.

A similar arrangement would allow Pappas to do what it does best, provide quality social services, quality medical services, while assisting homeless children to benefit from the educational opportunities, civility and normalcy of mainstream schools.

I should also add that it would hope to also make it possible if this type of model were adopted to be able to help more of the 5,300 children who are homeless on any one night in the greater Phoenix area.

While I am suggesting that perhaps Pappas be turned into a research center, I would also recommend that we in Arizona undertake the development and implementation of an integrated continuum of educational services for homeless children and youth, modifying or replacing the current approach that does not adequately meet their needs.

I would suggest that a task force be put together as called for by the Arizona Coalition to End Homelessness, to develop a statewide plan that will more effectively address the educational needs of the homeless children and youth.

I cannot end without one last word from a homeless child. I met Janie while she was living in a local homeless shelter. After she had moved into the shelter she continued to go to her neighborhood school. Her parents had an old car, and they used to drive her there every day.

When the car was no longer operable, Janie started going to the Pappas School in good part because they had a bus that came to the shelter every day to take her there.

Janie said to me, "When I went to my old school even after we moved to the shelter, everybody treated me the same. I was the same person. The only problem was that I had to live in a shelter because we lost our apartment, but it has been different at the Pappas School. Everybody knows it is a homeless school. So when I tell people I go to Pappas, and I never say it's a homeless school, they know, and they begin to act real strange like I'm dangerous or something. I wish I were back in my old school. Everybody likes me there."

I will end with that remark. Thank you very much.

WRITTEN STATEMENT OF DR. LUISA STARK, EXECUTIVE DIRECTOR, PHOENIX CONSORTIUM TO END HOMELESSNESS, PHOENIX, AZ -- SEE APPENDIX J

Chairman Salmon. Thank you.

I would like to start the series of questions. Mr. Varner, I would like to start with you. You talked extensively about the issue of segregation or separation, and I would like your opinion on an unrelated issue.

Here in Arizona we get significant dollars from the federal government for a program called bilingual education. Are you familiar with that program?

Basically, these children are taken out of the mainstream classes. Predominantly in Arizona, they are Hispanic children. They do not speak any English, they are placed in a class with other Hispanic children that do not speak any English, and as I said, they are taken out of the mainstream. Their lessons are taught to them in Spanish, and many of these children stay in that same curriculum for seven, eight years.

I am curious as to your opinion. Would you consider that to be segregation?

Mr. Varner. Many programs are sponsored across the country to assist kids into assimilating into a school environment. One of those happens to be bilingual education.

There are also other programs as well: special education that gets those kids working into the school environment. It is an inclusion model, and the problem with those kids is the language. In order to be instructed, they need to speak the language.

Unless that system, wherever it happens to be, is totally Hispanic and totally speaks the Hispanic language, those kids are there to be assisted in speaking English, and that's another debate in our country as to whether or not those kids should speak English or speak Spanish.

But it is not intended to put them in a separate setting. It is to assist them to do better in other settings in the school, and that is across the country.

Chairman Salmon. Thank you.

Dr. Dowling, I have a few questions for you. Number one, it was alleged in the testimony that the education at Pappas School is substandard, that your students have poorer test scores. Could you explain that?

Dr. Dowling. Congressman Salmon, members of the committee, I think that if you are just referring to the Stanford 9 testing, which is what Dr. Stark was referencing in her remarks, I would probably agree we do not measure up to those standards. Never did we expect to measure up to those standards, and you know, I am not sure that we ever will because our children come in from a very unique situation.

In many cases they have not been to school for a long time. Our job is to take them from where they begin and to demonstrate academic progress for them.

In a report that is going to be issued tomorrow, which measures academic progress for students that are attending Pappas School. It shows that in the third to fourth grade, for those same students that were with us last year and have been with us this year; or this is from year before last to last year, we had 193 percent increase. We also had 132 percent increase in Grades 5 to six, and we had 158 percent increase in reading alone as far as how each individual.

So, we are trying to measure how a child progresses once they get here. Does that mean that they are going to be at grade level or performing in conjunction with other students under the circumstances in the environment they live in? In most cases, probably not, in some cases, maybe so.

But, our job here is to demonstrate achievement and to demonstrate progress, and I think that is what we have done. You could take the same issue related to mathematics, and we have, respectively, from third to fourth grade 182 percent increase, 194 percent increase in Grade 5 to 6, and a 77 percent increase in Grades 7 to 8.

So, you know, we measure our success on the achievement of the child itself. We also measure our success on how well we meet the needs of the children once they get here. You know, many times it is not enough to say children need to be educated. Other factors cause those children not to be able to perform successfully in a classroom.

Those factors could include hunger. Those factors could include clothing. Those factors could include many, many things, psychological problems, other issues that they are forced to deal with.

So with the trained staff that we have here, we are able to provide intervention services very quickly, and we are able to provide them on an immediate basis, and I think that that truly also, in addition to the academic scores, is a measure of our success.

Chairman Salmon. Another question. There has also been reference concerning a particular student who became homeless and were forced to attend Pappas School rather than attend his or her home school. What are your recruiting policies, and could this occur? Are there situations where children are having choices taken away from them, as has been alleged, and they are being required to attend the Pappas School?

Are school districts farming off these children because they do not want to deal with them? Can you explain to us how the whole process works?

Dr. Dowling. Congressman Salmon, I cannot really speak on behalf of the other school districts and how they operate, but I can tell you that we are very aggressive in trying to identify the children that need services that are not receiving them. We do visit shelters.

We do visit different institutions and other governmental agencies that we know here in the Phoenix area have access to homeless children because we want to make sure that those children are not denied the opportunity for an education.

However, if a homeless child were to say, "I want to go to another school," whatever that school may be, my staff has been instructed to help them in that process and make sure that they are registered. If a child is here at Pappas and they decide they want to transition to their neighborhood school, then the staff has been requested to make sure that that transition process occurs.

This was developed as a school of choice in 1990, and this continues to be a school of choice today. We will never take away the opportunity for a child to be in control of their own destiny and for their parents to be in control of their destiny, and I think that that is a real significant component to what our school is all about.

Every child enrolled in our school today is here because they want to be. Because they know when they get here that they are going to receive what they need in order to be successful, because they know when they get here they are going to be taken care of by a very caring, loving staff, and that they are going to be welcome, and they are not going to be humiliated. They are not going to be put in a situation where they feel embarrassed or where they feel less than somebody else sitting in the chair next to them.

This school is designed to be a support base, to be a transition. It is designed to give them the foundation that they need so that when they do transition that we do not have them coming back at a later date.

Sometimes that occurs unfortunately. Children do return, but we do everything in our power to make sure that once they transition to the neighborhood school, that that is a permanent placement for them.

Chairman Salmon. One final question for you, Dr. Dowling, and I will yield the time to Representative Scott.

The issue of administrative turnover at Pappas School was raised. Dr. Dowling, could you discuss with the committee the effects of this turnover on students?

Dr. Dowling. Well, unfortunately there has been some turnover. I am not sure that it is as much as Dr. Stark referred to, but what has happened is when the turnover occurs, then interim principals are put in place for the remainder of the school year.

One of the tough decisions that I have to make as the county school Superintendent and as somebody that establishes salaries in this particular school district is where is the money going to best be spent. What I decided to do and what I have done for the last eight or nine years is I have provided the highest teaching salary in the State of Arizona. That comes as an expense.

Our teachers here are paid $31,100 a year right out of college as a first year teacher. There is nobody in Maricopa County or in the State of Arizona that can compete with that, and we know that.

The result of that is that we also have the lowest administrative salaries in the State of Arizona, and we know that. We understand that.

What I would like to be able to tell you is that I could do both, but I cannot. So, we have decided to put the money into classroom teacher rather than at the administrative level.

Many people, when they look at the opportunity to serve at Pappas because it is such an exemplary model, they think it is great for their resume. I cannot prohibit professionals from wanting to enhance their resume. I cannot prohibit them from using this as a stepping-stone or a launching pad to a bigger school district with a better position that pays more money.

I have assistant principals in public schools that pay 4,000 to $5,000 more than my regional administrators are paid. That in itself tells you that the money crunch is very right.

We are doing the best that we can. Hopefully, with the way, we have reorganized this year; we have put a stop to the hemorrhaging that has occurred. We have designated this as a regional school principal site, able to boost the salary a little bit higher, trying to be competitive with those assistant principals who are being paid more than our regional principals, but having done so we think that we can get some continuity for the next two to three years.

Chairman Salmon. Thank you.

Mr. Scott.

Mr. Scott. Thank you, Matt.

Ms. Garfield, are there other programs like yours in Stockton, California? Is yours the only homeless school?

Ms. Garfield. Other programs in the United States or in_

Mr. Scott. Starting in California.

Ms. Garfield. Oh, no, no, no.

Mr. Scott. Just one.

Ms. Garfield. We are the only. There is a program in Sacramento. We are the only program.

Mr. Scott. And in Stockton, what portion of the homeless students gets into TLC?

Ms. Garfield. Well, again, it is choice. We serve all elementary age students, and as far as we know, we have pretty much identified the elementary aged students that are in San Joachin County, and we are unable to serve the junior and high school students. So we serve them through our mentor advocates and give them family support services as well as after school counseling.

But our focus is K-6. Now, I am sure there are families out there that are not identified as homeless because there is no accurate count of homelessness, but we get referrals from all of the social service agencies from the school districts. We have families that come because they know where they are at the facility.

So, as far as we know, we are serving all of the homeless K through six children in our community that want to be enrolled in our school.

Mr. Scott. What portion of the total homeless in Stockton do you serve?

Ms. Garfield. There is no accurate count of homelessness in Stockton. So, it would only be an estimate, and it is hard to tell. We serve approximately 350 to 400 homeless students per year, as well as another 100 formerly homeless that come back to our facility to receive after school services.

Mr. Scott. This report that you referred to in your testimony, Ms. Garfield, criticizes segregated schools because they do not come up to standards, and you contest that on each and every count.

Are you speaking for all 42 schools or just the TLC?

Ms. Garfield. No, I cannot speak for all 42 schools. I have visited the school in Portland, and she is here today, and I visited the school in San Diego, and I feel like in some sense I can speak for them, but in terms of that testimony, I can only speak for what we are doing at the Transitional Learning Center.

Mr. Scott. Ms. Dowling, we have heard the word ``choice" mentioned around. Are the services that students get here at Pappas that they would not get somewhere else? For instance, transportation. If a student moves far away from their school of origin, do they get transportation back to that school of origin or if they need transportation, do they have to come to Pappas?

Dr. Dowling. Congressman Salmon, Congressman Scott, the transportation that we provide is transportation to and from Pappas. In Maricopa County, we have 58 school districts covering over 10,000 square miles, and the costs attributed to that are so significant and so astronomical that we just do not have the resources to provide them to the individual schools themselves.

If the child wants to go to the individual school and that school district provides transportation services, they are more than welcome to take advantage of those services.

Mr. Scott. Do any of the schools provide transportation from outside of their district back to that school, other than Pappas?

Dr. Dowling. None that I am aware of, Congressman.

Mr. Scott. Do you know the cost per student at Pappas compared to the cost per student at other schools?

Dr. Dowling. That is a very, very difficult thing to factor in because of the number and the amount of contribution in services that we have coming from the community itself. If you will, I would like fo meet with our business manager and maybe forward that information on to you.

Mr. Scott. And if you can also provide, if you cannot right now, the portion of that budget that is provided by the private sector because we have head the figure $300,000 from one source, the foundation, and obviously there are others that contribute. Do you know, Ms. Dowling, do you know the average length of stay here at Pappas?

Dr. Dowling. That is going to depend on the individual family and the individual child. There are two types of homelessness, Mr. Congressman. Those include the transitional homeless, and then it includes the chronic homeless.

The transitional homeless are here a very, very short few months, but the chronic homeless children are here sometimes for two or three years depending on their situation and if their family life does stabilize.

In many cases, once the family life stabilizes, it only falls apart again a new months later, and the children return to us, and we have about 80 percent of the students that we transition out that do return to use because_

Mr. Scott. What percent?

Dr. Dowling. Eighty percent of the children that return to us. So we are trying to develop a system that will eliminate some of the stress that goes on and that occurs in a child's life because of that transition, and to reduce that number so that they do not have that trauma in their lives.

We have been trying to develop that over the summer months only to be implemented here in the fall to see if we are successful in our endeavors.

Mr. Scott. Ms. Stark, on page 5 of your testimony that you indicated in your verbal testimony, you indicate that the Stanford 9 scores of students at Pappas are much lower than those of homeless children who are served by integrated programs in mainstream schools.

I have seen numbers that compare Pappas students to other schools, which I think would probably be apples to oranges. Your comparison appears to be homeless students in an integrated setting towards homeless students here at Pappas; is that right?

Dr. Stark. You are correct, Representative Scott. On Appendix F in the long, it is comparison of homeless student achievements, and the Maricopa County Regional School District at the Thomas J. Pappas School is compared with the Stanford 9 reading test we just_

Mr. Scott. Of homeless students and other schools?

Dr. Stark. Right, at Flagstaff, Tucson, and Colorado.

Mr. Scott. And, Ms. Dowling, you mentioned the success you've had at Pappas of students making large gains in short periods of time.

Dr. Dowling. Yes, sir.

Mr. Scott. Do you have comparable numbers for homeless students at other schools?

Dr. Dowling. Congressman Scott, no, I do not. I do not have those available today as we speak. They are available on a statewide report issued by the Superintendent of Public Instruction, and those figures showing that process are going to be released tomorrow as a matter of fact, and we are waiting on those figures to be released so that we can analyze them and assess them based on the performance of our students versus other students.

Mr. Scott. Mr. Chairman, I would ask that we try to get that report after it has been analyzed because I think your analysis would be helpful to us, too.

Ms. Dowling, can you comment just briefly, about what portion of Pappas' success is based on the private sector support and the public policy implications of relying on almost conditioning a child's opportunity to learn on the local charity?

Dr. Dowling. Congressman Scott, I think that it is important any time that you develop a school program, but specially a school program like this, that you do involve the community. We find that the community is a substantial partner with us in the education of these children.

They provide things that our educational dollars cannot, should not, and will never be able to buy. They provide things like the clothing that we saw moving toward the school earlier this morning. They provide the underwear. They provide the soap, the hand lotion, and the shoes. They provide eyeglasses for our children.

Mr. Scott. Is the provision of those services essential to the child's ability to get a decent education?

Dr. Dowling. Absolutely critical, and without those services being provided, that child will never have the self-esteem necessary to be successful in a traditional school environment.

And I do not like to use the word ``regular" or ``normal" because I think that a stigmatism in itself. But, I say a traditional neighborhood school. In many instances, these children at their own option would never attend school if we could not teach them and work with them on how to provide these things for themselves.

Mr. Scott. Well, Dr. Stark, do you want to comment on the question of if these are essential elements that needed to be provided to a student if they are expected to learn, why shouldn't that be part of the public education expense?

Dr. Stark. Congressman Salmon and Congressman Scott, in answer to your question, if you were to visit the Flagstaff or the Tucson Unified School Districts, you would find that indeed these things are available. Now, some of them may be purchased with non-private funds, and many of them are donated by people in the community.

I should also mention to you that here in Phoenix, in the regular, old public schools around this area, that many of the things that are provided here in Pappas are provided there. Ms. Keegan, for example, in her original written testimony talked about the Osborne School, which has a medical clinic for kids there.

I can tell you about Capital School, which we recently put in a shower so that homeless kids and poor kids in the area who had problems with showering and bathing and so forth could take advantage of this.

I can tell you that the Kennelworth School has for, again, both homeless kids and non-homeless kids that attend Kennelworth a food pantry where the donations come from the St. Mary's Food Bank, and they also have clothing which they get from St. Vincent, De Paul, and other places like that.

They tend to try to have to sort of scramble for and go to social service agencies that normally would provide these kinds of elements rather than having sort of a large number of people who are going to bring them day after day the things that they need. But they do a very good job, and they do meet the needs of their students.

I would also like to remind us that homeless students are very, very low-income children who are missing housing. In some ways I would like to say that although they have, many of them have gone through great trauma and terrible, terrible problems, as far what homelessness has done to them. The loss of housing and the mobility, we have an enormous number of other students in this community who are almost homeless or who have had incredibly traumatic lives themselves.

One of the things I like to remember is that homelessness is not permanent. It is temporary. We are dealing with children who have gone through a lot of trauma, and if we put them in an isolated school situation, why are we doing that to children whose families are involved in domestic violence cases? Why are we putting or doing this for children whose parents are going through dramatic divorces? Why are we not doing this for children who have seen an older brother or sister killed in a drive-by?

There is an enormous amount of these terrible problems that we find in our communities these days. Homelessness is certainly one of them, and a terrible one, but I do believe that our schools in general are able to deal with this.

Mr. Scott. Mr. Chairman, if I could ask one other general question.

Chairman Salmon. Please.

Mr. Scott. With your indulgence. As I understand it, seven children at Pappas are going to college next year. Is that accurate?

Dr. Dowling. Congressman Salmon, Congressman Scott, I do believe that is correct.

Mr. Scott. Ms. Stark, do you have any idea what percentage of homeless students attend college in_

Dr. Stark. In the integrated schools?

Mr. Scott. _integrated?

Dr. Stark. I do not, but let me ask the people, if I could, from Flagstaff and Tucson right behind me.

Mr. Scott. Well, if you do not have that available now, you can provide that.

Chairman Salmon. Yes. We are going to have a motion after we are all through to keep it open for a couple of weeks.

Dr. Stark. Okay. I am sorry.

Chairman Salmon. For people to submit further information.

Mr. Scott. Thank you, Mr. Chairman. I appreciate your indulgence.

Chairman Salmon. Thank you.

Mr. Scott. Because I know, I went over the allotted time.

Chairman Salmon. No, please. We have no time frames here. We just want to get to the bottom of everything.

I have a question for anybody before I turn to Congressman Shadegg. We keep hearing the term ``school of origin." Some of us are a little bit baffled in that the definition of homeless means that they do not have an address. They do not live anywhere. What does ``school of origin" mean as far as our neighborhood schools?

Mr. Varner. It is the school that the kid is attending when he becomes homeless, school of origin.

Chairman Salmon. Okay. Thank you.

Dr. Dowling. The school of origin is the school that they were attending when they become homeless. However, in a situation in many cases here at Pappas, many of our students are coming from out of state, and there is no school of origin. There is no local school of origin. So, they have nowhere to attend because they are not in a permanent environment and, therefore, do not have a local school.

Chairman Salmon. So, if they come from out of state or from a different county and they have relocated here, I mean, if they may have been homeless in Flagstaff and it is winter and it is too cold, so that they migrate to Phoenix as a potential, how then do we define the school of origin? Where they first landed or what?

Ms. Sims. Congressman Salmon and Scott, in Spokane, the way we have addressed that because as you saw, 217 out of the 339 were a school of origin. That meant the rest were not. They came from out of county, out of state.

What we chose to do, we also worked very hard with our housing development. I am sorry, but it concerns me when I hear that somebody has been homeless for four years here in your city. That would never be allowed in our city. We work hard together educationally and with our HUD and with our SNAP housing project, which is Spokane Neighborhood Action Programs.

We interconnect with each other. We would take those families and if they landed a shelter, we would choose to place them at the school closest to them.

We also empower those children and families. I mean we are dealing with families. We very much recognize that. We give the families the choice then that once you find housing because they are immediately connected, immediately connected with ways to find housing, permanent housing.

You have the choice to have your child remain at the school where you started as you started your search for housing, or you have the option to go ahead and have us assist you with transitioning you into your new neighborhood school. It is very much the parents' choice.

We work with them. We have behavior kids that are experiencing severe behavior concerns that we've connected with a mental health professional on a team, with the counselors in their school, that we have sat together and said, ``It is best for the child not to move until summer break."

We still assist always with that, but we keep them in one school.

Chairman Salmon. Thank you. Dr. Dowling, would you care to comment?

Dr. Dowling. Congressman Salmon, I also would share the concern that we are very concerned with the issue of chronic homelessness, but as an educational institution, we can only spread ourselves so thin and do so much.

What we try to do here at Pappas, in fact, a significant portion of our budget is for transportation, and one of the few programs that I know of that actually provides the level of transportation that we provide in order to get the children to and from school. Our transportation staff makes up to 60 bus changes a week, depending on where the child moves, and where they are at in the morning may not be where they are at in the afternoon. However, we have ten school buses that come in and out of this school every single day in order to make sure that those children have an opportunity to go to school.

If we did not provide that transportation for them, those children would have nowhere to go. For those that want to attend that local school near their shelter or wherever they are staying at, we would be more than happy to do that. We would be more than happy to register them, but with 58 school districts and the possibility that they move from morning to afternoon across the street maybe, and they would be in a different school district and a different school attendance area, both, is sometimes traumatic in itself.

Until that family stabilizes and until they have some sort of sense of organization within their own family life, we think that it is in the best interest of the child to only have to worry about one thing and one thing only: how am I going to get to school every day?

Chairman Salmon. Congressman Shadegg.

Mr. Shadegg. Thank you very much.

Let me begin by saying, you know, these hearings are always very educational, and I have learned a great deal here today, but I guess to some degree it is very easy to get your eye off the ball and not focus on the issue that confronts us at least in Congress in terms of any votes.

I have found a lot of the testimony and a lot of the written material to address some issues, which, while they may be interesting, I do not think are the question.

I am very supportive of an integrated program. I think they should be at every single school so that the kid who wants to go to a particular school and is homeless may do so, and I think there ought to be sensitivity training, and we ought to do the ideal, is to put those kids in that school. No doubt about that.

So one of the questions that I have heard discussed here today that I do not think is an issue is should there be an integrated program. I think the answer is there should, and Tucson and Flagstaff are to be complimented for doing that.

The second issue that I do not think is an issue is can you provide a good education and a good environment for kids who happen to be homeless at an integrated school, and again, I think that is not the issue. I think we can, in fact, do that.

The issue that troubles me, and I tried to bring this out in my questioning of Superintendent Keegan, is the policy question before Congress, which is the change in the law being sought right now, and the change in the law being sought right now puts this question to us as a member of Congress: given that the law says there must be an integrated opportunity, given that the law says children who want to continue to go to the school that they have been going to or want to go to the school near where they are living, even though homeless, or want to go to any school must be accommodated; the question presenting itself to Congress is should we shut off funding for specialized schools because that is, in fact, the legislation before the United States Congress, and that is, in fact, the policy that the Department of Education is trying to effectuate through these letters.

Therefore, I guess I think it is important to focus on that question because that is the issue that I may wind up voting on.

In that regard, I want to ask you, Ms. Sims. Based on the integration, you moved from a specialized school setting to an integrated school setting in the area of Spokane last year. Do I understand you to testify that there is now no specialized school left in that area?

Ms. Sims. That is correct.

Mr. Shadegg. Okay. The second question I want to ask, and I want to be fair about this, but I think there are some difficulties with a comparison. Your remark about in Spokane, Washington, we would never tolerate a family staying homeless for four years, what is the population of the Spokane metropolitan area?

Ms. Sims. I know that our population is not the same as yours, Senator, but I also, but I also recognize that nationally our percentages _ or Congressman. Sorry. I just got you elevated.

Mr. Shadegg. That is okay.

Ms. Sims. Feel good?

Congressman, I know that our population numbers are not the same, but I know that I have compared our percentages nationally with homelessness across this United States, and we unfortunately, percentage-wise, have the same percentages of homelessness that you do.

Mr. Shadegg. I guess my argument is I agree with you there ought to be an integrated system, but going back to the question: should we cut off funding for the specialized system?

And I think I would just suggest that Spokane might have a very different problem than Phoenix, Arizona. We had a gigantic transient population, and I will bet we could pull out the census data numbers and show you that the transient nature of the population of Maricopa County is dramatically greater than the transient population of Spokane, Washington.

You may have some_I just want to make that point.

I want to ask another question. There was reference in the testimony of both Ms. Stark and Ms. Sims to pullout children. I, frankly, do not understand that term, and as I have sat here listening to it, I want to ask, frankly, anybody who wants to discuss it: are we not in our discussion of homeless children here today ignoring the fact that not all homeless children are alike?

For example, isn't it true that some homeless children are homeless, but they were already in a school and being educated, and other children are homeless and perhaps have never been in a school and being pulled out?

I certainly would agree with you that you should not pull a child out of a school that is already in that school because of homelessness. And I guess, Ms. Garfield, do you pull any children out of school if they are in a neighborhood school?

Ms. Garfield. Absolutely not. We make every effort to maintain in the school of origin, but there are two major problems, which the government has not resolved. One is transportation. When the family moves to a shelter, they could be 12 miles, 15, 20 miles from that school of origin. The school will not provide transportation for that child.

The second problem is that many of our shelters in our community have a 30-day minimum stay, which means the family leaves that shelter, goes to another shelter, stays around, camps out, lives in their car, goes back to another shelter, and you see that history going on all year.

So there is a potential for the child to have them be going to the school closest to wherever they are living that week. So, that also increases the probability that they will be in nine schools in one year.

Nobody has ever answered the question or addressed the issue of, yes, we want these kids to stay in their school of origin. How are we going to pay for it?

If somebody could answer that question for me, I think that that would be a big part of the issue, but the second part is when the children need medical care, dental care, we have children with abscessed teeth at our school. We have had children with appendicitis at our school. We have children with severe medical and dental problems that the schools do not have the facilities to provide those services either.

They say become a resource center and provide those. What are we going to do, pull the kids out of school and bring them back? There is no good answer from anybody to the issue of the transportation and the fund and the constant mobility of this group of families.

Mr. Varner. Let me just_

Mr. Shadegg. Yes, sir.

Mr. Varner. Just a little bit here. Transportation is normally covered for every child.

Chairman Salmon. Pull the microphone. I think everybody would like to hear your answer.

Mr. Varner. Transportation is normally handled for every child in every school system because there is a dollar amount attached to that child. If you build over in Section A housing development, you are going to run a school bus over there to pick up that child, and you are going to count him in your budget, and if he is in school, he is going to count it in dollars that are attached to that.

That is across the country. However, there are those instances where if the kid is in one school system and another one and you try to do that. In the State of Maryland, and I can talk a lot about that because that is where the biggest issue is in terms of kids who cross counties and that sort of stuff and how do you handle that. The school budget in that local area handles that child because he has a transportation dollar attached to him, and the facility is with all of the other transportation issues.

As you look at medical services and all the other services that homeless children may need in a school system, then that school system would provide that for all other children, and I do not care if you are homeless. You can get those services.

What it amounts to is the lack of the will for the local school system to do those kinds of things and make those services available so if that child has an abscess, what would you do if you were not homeless?

Mr. Shadegg. Ms. Stark, if I could ask you, pullout child. Nobody is advocating we pull out children. What do we do _ okay. If you have a child that was in the school when they became homeless, the ideal of course has to be to leave that child in that school. How does that deal with the child whose parents, say, are farm workers who move in, they are here for two months, and move on?

They were not in the school here before the beginning of the school year, and they are not going to be wherever they go next in a school at the beginning of the school year. I guess if we all agree that pullout is not good for the child and we all agree that there should be an integrated system for those children, how do you deal with the children who are moving through?

Dr. Stark. I think it is a very good question. First, pullout also probably sounds just terrible.

Mr. Shadegg. It sounds pretty bad to me.

Dr. Stark. Grabbing and pulling them out, and essentially in education lingo it just simply means sort of a set-aside, a program where they are not going to a normal, ordinary school or in an ordinary classroom, but are sort of separated out for one reason or other, whether it is to another school or whether it is to another classroom. So, pullout is perhaps a word that does not quite live up to the way it sounds.

I like your example very much, but I need to tell you that there are farm worker programs, and of course, you may have heard on it very recently that there is a program that is talking about giving every farm worker child a laptop computer so they can keep up with their school work.

But I think your_

Mr. Shadegg. But the question is what do we do about kids who become homeless during the year. Shouldn't we be discussing two categories of homeless children or maybe multiple categories?

Dr. Stark. Who are very, very transient, and I guess my belief on this, and again, this is knowing more about these, having gotten to know more about disintegrated programs and particularly the Flagstaff models. Wherever that family first lights and stays, taking for granted that it was an outreach worker from the district went and said, "Let us help you put your child in a local school and we will see to it that when you move on to the next county or maybe to the next town, we will have transportation to take your child back to that school where he is now enrolled."

I think the big T word, "transportation," is the real problem here, and I truly hope, as I said towards the end of my discussion, that in the Arizona case we can pull together with people who are going to make this whole situation seamless. The integrated schools can have what they need, and that there really is real choice for these kids.

Mr. Shadegg. Well, I certainly agree with choice. There is no question about that. I guess there are limits at least in my mind with regard to the transportation issue. This is a 10,000-mile square acre area. I guess one of the questions I would have is if a child leaves a school, becomes homeless while living in, let's say, Fountain Hills and moves to Buckeye for a period of time, is it reasonable to transport that child back to Fountain Hills and for how long.

I guess in the example you gave, and I guess you can deal with this issue, I certainly would agree that, let's say, the young girl in your example lived in Fountain Hills and for a while her parents fortunately could drive her back to that school. What happens if because of work, an employment opportunity for her mother or father_they now live in Buckeye or for that matter Gila Bend, which I think is still in Maricopa County_what do you do about that circumstances?

And what would have happened to that little girl if there had not been a Thomas Pappas?

Dr. Stark. Well, let me just try to address that. The Flagstaff Unified School area and District, I think it would be wonderful, after we finish this discussion for some of you to be able to talk to them. They cover a huge area, going up as far as the Navajo Reservation. You want to talk about crossing boundaries.

And, I understand their buses go as far as 40 miles a day, and sometimes, you know, it takes a long time for these kids to go by bus to their school of origin, but you know, they do it. As a result, the program has been, I think, from the perspective of most people certainly as an integrated program extremely successful.

Mr. Shadegg. Let me ask you a question about the statistics you used. Like my colleague, Mr. Scott, I was interested in the number you used because it appeared to compare homeless children with homeless children, and that is better than comparing the average child at Pappas with the average child at any other school, whatever the network, whatever the school district is.

The question I have for you is: does that data look at the question of how long they have been homeless or what amount of school they have missed in the past?

Because if make it a categorization of homeless versus homeless, and one was a little girl who had become homeless this year and the other is a little girl who has been homeless virtually of her life and perhaps in eight years of school or four years of school has already missed half of those four years or half of those eight years, it is difficult to compare the numbers.

Dr. Stark. Well, in a way, yes, and in a way, no. Again, if I could refer back to the Flagstaff model, I mean, the kids that are a part of this, you know, the Flagstaff Unified School District model, I mean, these kids, some of them have been homeless for years. Some of them have been homeless or have just become homeless. They are an incredibly heterogeneous group of kids.

Mr. Shadegg. I apologize, but that is not what I am asking. What I am asking is in the study you cited, it said, ''Well, we are going to compare apples to apples, homeless to homeless."

Dr. Stark. Right.

Mr. Shadegg. But I am asking if in that data, which, I guess, is attached to your testimony, does it break those children out into have they been homeless for three months or homeless for three years? And have they compared how long a child at Pappas, who did not perform very well on the test, was homeless before being tested compared to a child at some other school, who was also homeless, had been homeless? Because that is the only way we are going to get comparable data.

Dr. Stark. Yes. No, I would agree with you. No, that was not, but I also think I would say to you that I am sure here at Pappas at least from what I know here at the school is that the kids that come here, it is a very heterogeneous group, probably kids who have been chronically home, as well, as Dr. Dowling said. I mean, you can divide them into different categories, there are kids who have been homeless for many, many years or cycled in and out of homelessness, and I am sure there are kids who come here who have been homeless for a very short period just as you have in Flagstaff.

But that does not mean that there might not be some, you know, statistical differences that this particular data does not show.

Mr. Shadegg. Do you know any data that does compare the performance of homeless children against their starting point, the question Ms. Keegan raised at the outset? Because I would like to look at the starting point of a homeless child at Pappas to the ending point of a homeless child at Pappas, the starting point of a homeless child in Flagstaff or Tucson compared to the ending point.

Dr. Stark. I do not think there has been any study, especially in those two areas, but I am sure it would be an interesting study to do.

Mr. Shadegg. I guess is it Mr. Varner? I would like to ask you. A great deal of your written testimony focuses on the word ``segregation," and I absolutely agree with you. We should not segregated children based on race, color, creed, you name it, any other criteria, including homelessness status or the status of where they live.

My question of you is_and in that regard, forcing anyone into a separate school because they are homeless I would agree by definition would not be equal_my question is, again, going back to the issue that faces Congress. Should we cut off funding for a specialized school, such as Pappas? Do you believe children who choose to come here, and perhaps we are not doing a good enough job of making sure the parents know this is a choice and they have the choice of going to their neighborhood school or a neighborhood school, but assuming that we educate them and it is to that choice, do you believe they are necessarily segregated if they choose to come here to a Pappas School, a specialized school for a year or two as a transition or for whatever reason?

Mr. Varner. One of the things I mentioned was the fact that if we look at problems that led to the creation of Pappas in terms of what should happen with homeless children, the elimination barriers, that was why the McKinney Act went into existence. Yes, I would have to say the choice becomes whether or not the child continues in their school of origin or goes to another school. That is based on what is in McKinney and that law allows this to happen.

The end of that would be to say if that is, indeed, the case as Dr. Stark said, then kids who are in domestic violence should be set aside because they have inherently the same kind of problems, but all kids who come to school in our public schools across the country bring those kind of problems here.

So to separate them because they bring those problems here create the instance.

Mr. Shadegg. Well, I do not think we should separate them for that reason. I do not think we should force separation on them. I think the issue goes back to choice, but when you use a phrase, whether we should continue to allow child to go to his school of origin, I suggest that you are missing the point.

What is the school of origin? What is the option? When the school of origin for a child shows up at Pappas at the beginning of this year was in Bakersfield, California, or at the beginning of this year was in Tuba City, Arizona, which you may not know is a long way from here, we begin with the premise that a child who has a school of origin in the same area, in Maricopa County which Sandra Dowling is trying to deal with. That child should be able to stay at that school.

But the homeless family that arrives here and they arrive here by the thousands literally every day, whose school of origin is five states away or, for that matter, ten cities away, is Tuba City, I guess I do not understand the relevance of school of origin for that child.

Mr. Varner. Okay. In those instances, the child who arrives here today, is he in a shelter? Is he in a place? Is there somewhere that he is living? Is he living under a bridge, you know? Where is that child living?

If it is in a shelter near the Pappas School, this may be an appropriate choice. If he is near another shelter and living in that, it may be an appropriate choice.

The thing is to enroll the child in school and then work with him through whatever your social service agencies and other agencies are to make sure that the situation stabilizes itself.

But, the option of choice at that point becomes where the kid is located, and it is a case-by-case basis.

Mr. Shadegg. And they should not have the choice of a school close to that bridge or a school like Thomas Pappas.

Mr. Varner. Well, in Maryland, I can always go back there. It is where that kid then goes and attempts to approach a social service system because if that family is not working, that family does not have any means, what do they do? What is here in Arizona to cover their family? What does the social service system work towards in terms of that family?

Mr. Shadegg. Thank you very much.

Mr. Scott. Can I make one point?

Chairman Salmon. Please do.

Mr. Scott. Thank you.

Mr. Chairman, I appreciate the fact that Mr. Shadegg is trying to focus us on a question. One of the questions we have is just the appropriateness of using housing status as a demarcation or criteria for getting in or not.

The question of bilingual education was brought up, and that is a functional situation. That is an educational policy, and you can argue what is the best, but that is a function of the need for that kind of education.

You do not stick people in the program because they are Hispanic. It is because they need the language, and someone in need of social services, in need of medicine, in need of transportation, those needs ought to be addressed. And if you are going to have a special needs school addressing the needs, that would be one thing, but the question of whether or not housing status in and of itself ought to be a discriminatory factor is one of the things that we ought to consider.

And if Pappas is going to be a special needs school, then those with the special needs ought to benefit.

It is also the question of whether it is, in fact, voluntary and some of the services are provided here and not provided other places.

Dr. Stark. I wonder if at this moment, just to go back for a second because I was not able to answer a question that Congressman Scott asked me, which was about students who are graduating from integrated schools. I wanted to mention to you the statistic that of the 164 students who were involved in the integrated system in Tucson who were homeless, 137, or 84 percent, went on to attend colleges and universities after they graduated.

Dr. Stark. I believe that is kind of higher than most schools, and I think it shows that the people who are part of that system, the integrated system, have worked very, very hard with these children.

Chairman Salmon. Thank you.

We are going to wrap up this committee hearing. I thank the second panel for all of your comments and answers to the questions.

I might also say that many semantics have been thrown around today. It is a good thing we have had a couple of linguists here to help us to understand the nature of those semantics.

But, I might add Representative Scott just made the point that if it is a special needs school, that that would be appropriate. From what I have heard today in the testimony from the Pappas people, this is a special needs school. That is exactly what we are talking about.

They have unique needs that are being met here, and you know, it is interesting. I have heard some that have tried to craft this debate as one of the specialty schools like Pappas versus the integrated schools, but Congressman Shadegg hit the nail on the head. We do not want to take anything away from either. The fact is when parents are desperate out there; they want options, and if it works, let us keep on doing it. Let's give them those options.

We do not want to take anything away, and the statistics that have been given as far as the Flagstaff Unified and Tucson, they are wonderful. That is great. We hope that you keep succeeding and thriving, and that the government both at the federal and local level continues to assist you to do so. That is an important value.

But, you know, this whole debate reminds me, and forgive me, of a Biblical story of how two mothers or two women went to Solomon with a baby, and they both claimed that the baby was theirs, and he did not know what to do, and so he finally said, ``We will cut the baby in half." And obviously the mother that loved the baby came forward and said, ``No, do not do that."

Well, it seems like some want to give us that option. Let's cut the baby in half. I have a news flash for you. You cut the baby in half and the baby will die.

We have to give parents more options in today's society and not less options. Let's work to bolster all existing options. Let's work to strengthen them because it is not statistics that are on the line, it is human beings that are on the line.

It is not policies that are important. It is people that are important. Let's never lose sight of that fact, that this is about the quality education for all children in this country, and let's not damage their options. Let's give children every opportunity to succeed.

And let's not worry so much about turf. It does not mean that both ideas cannot succeed. You know, the Chinese have a saying. I lift you; you lift me. We both rise together. Let's get that philosophy into our heads, and let's all succeed. Let's make it win-win.

Thank you. Before I adjourn the hearing, I would like to request unanimous consent to keep the record open for two weeks for the purpose of receiving written testimony.

Without objection, so ordered.

And I would like to thank everyone that has participated today. The hearing is now adjourned.

[Whereupon, at 4:20 p.m., the subcommittee meeting was adjourned.]

APPENDIX A -- WRITTEN OPENING STATEMENT OF THE HONORABLE MATT SALMON, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES

REPRESENTATIVE MATT SALMON
OPENING STATEMENT
EDUCATING HOMELESS CHILDREN
ARIZONA FIELD HEARING
OF THE COMMITTEE ON EDUCATION AND THE WORKFORCE, SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES
THOMAS J. PAPPAS SCHOOL
SEPTEMBER 5, 2000

First of all, I want to thank Superintendent Sandra Dowling, Dick Bryce and Erna Lee Phelps for all their hard work in making this hearing a reality. It is a privilege to be here, to witness this first day of school, to see hundreds of nervous and excited children heading to their new classrooms. It's a familiar, reassuring sight; it's something we've come to expect as parents. But you should know something about these particular children. Though they look no different than any other children, these children have no home.

Yet, when you look at these kids, you see optimism and opportunity. What you see is success in a small area of the public school system – success that would not have been possible without the tireless efforts of dedicated professionals and the constant support of this community. It is the preservation of this very success that brings us here today.

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act. At that time, less than half of the Nation's homeless youth were enrolled in school. These kids had not received their immunizations, they lacked transportation, they lacked food and clothing. Many of them were being physically and sexually abused, and had to stay away from public places like school because their lives were at risk. Schools had little incentive to track these kids down: they were behind academically, expensive to educate, and sometimes exhibited behavioral problems and poor hygiene. At school they were taunted, ostracized, and ultimately neglected. When these children were thrown into mainstream public schools, many of them simply drowned.

In response, with the help of McKinney funding, local educators began to create environments where homeless children could learn and grow. Today, more than 40 schools for homeless children exist throughout the Nation. These are institutions so diverse and innovative that no one description accurately fits them all. But imagine a school that functions as a kind of institutional safety net and works to ensure that children are attending school every day in a stable environment. This school meets every child's physical needs by providing food, clothing, basic living supplies, even medical and dental care. And for the many children with emotional disabilities, this school provides psychological counseling and individual mentors. Moreover, this school will assess a student's educational status and work to improve those areas of knowledge where the student has fallen behind. And, finally, when parents and school personnel agree that little Sarah or Robert is ready, this school will mainstream the student into a traditional public school, while ensuring that the student continues to receive support services. And it calls itself a transitional school – because its students live in a world that is constantly changing, and the beauty of this school is that it makes children's lives change for the better.

It may be hard to imagine why anyone would oppose schools like Pappas, but as one joker has suggested, Washington breeds people with big heads and little minds. The National Law Center, the Department of Education, and the Coalition for the Homeless contend that Pappas and other transition schools provide "segregated" educational services. They even suggest that parents who choose to enroll their children in Pappas-type schools are discriminating against them in a way similar to the ugly racial segregation of yesteryear. How ridiculous! They argue that transitional schools cannot provide a quality education, while ignoring the fact that many students make extraordinary progress in such a nurturing and needs-specific environment. They submit as "evidence" a report that makes inaccurate claims about the teachers and programs at these schools. Finally, they demand that all homeless students be mainstreamed, without regard to whether such placement is in the best interests of the student, or represents the desire of parents. But I don't intend to let Washington, D.C. bureaucrats, who have never been out here – and who rejected our invitation to appear at today's hearing – succeed in shutting down Pappas and other transition schools. Certainly, we can't let them succeed when the evidence suggests these schools are helping homeless children succeed against great odds.

Federal law – while admittedly in need of clarification – does not prohibit the use of McKinney funds for Pappas or other special schools that meet the needs of the homeless. If it did, the U.S. Department of Education would not continue to seek a legislative remedy to shut down these schools. The Department has even admitted in response to congressional inquires that "the existence of transitional schools, per se, is not in violation of the McKinney Act." However, the passage of the major House Education Bill, the Student Results Act, H.R. 2, included Administration language to deny McKinney funding to schools that "segregate" a child "either in a separate school, or in a separate program within a school." Think about that for a second. The House passed a bill that would not only lead to the end of Pappas-type schools, but would bar mainstream public schools from offering special programs to the homeless. This language is so restrictive that it would eliminate an option proposed by the National Coalition for the Homeless, which assisted in drafting the Administration language! Here's a quote from a packet that the Coalition distributes to homeless educators: "[When] a student does not attend school [because] he/she does not feel safe in school, can't cope with the school environment, has failed in the regular system or has been abused or ridiculed to the point of withdrawal, [one solution is to] provide alternative schooling within the shelter or an alternative setting more acceptable to the children." I ask the National Coalition, doesn't Pappas provide this very solution?

Fortunately, the Student Results Act included the SALMON AMENDMENT, which would permit McKinney funding to continue to flow to states with homeless-only schools already in existence. Without the Salmon amendment, which the Administration hopes to strip in the Senate, Arizona would face a horrible choice: Cut off all state funding for Pappas, which would lead to the school's demise, or lose $440,000 in McKinney funding that several other schools in the state rely on to educate homeless children.

Aware that Congress would have almost certainly included language protecting the existing homeless schools in any education bill sent to the President, the Department of Education attempted to circumvent the legislative process. The Department sent an opinion letter to the states, arguing that "Homelessness alone should not be sufficient reason to separate students from the mainstream school environment." The letter, lacking any legal teeth, should promptly have been discarded in the recycle bin. But, the letter, along with other actions taken by an overzealous and unaccountable Department of Education official, has taken a bite at of the budgets of schools devoted to educating homeless children.

As it now stands, McKinney funding has been taken away from all but a few of the transitional schools nationwide. You will hear today from Sara Garfield, an educator whose school has been honored by Presidents Clinton and Bush, but recently lost its $110,000 McKinney grant – a quarter of the annual budget. In another disappointing case, the homeless coordinator's office in Oregon, with the National Coalition for the Homeless standing behind them, forced the Portland, Oregon public school district to withdraw their funding from a homeless school by threatening to take away funds for the entire school district!

But why? Why take the safety net away from our homeless population? Why return these children to the failed policies of the past? Why shut down programs that are successful in helping homeless children get an education? Why not let parents have the choice of an alternative program?

If the Administration shuts the doors to Pappas, they'll slam them in the face of these children. We must not turn away these children. They have lost their homes. Please don't take away their schools.

Before I close, I would like to submit a record of support from a few people who have stood behind these schools. We have here a letter from Tipper Gore to the director of the Mustard Seed School in Sacramento, California; here she says, "I wish there were more places like this around the country." Here's an article describing how Bill Gates donated $1 million to the First Place School in Seattle, Washington. Here's the pledge from Positive Tomorrows School in Oklahoma, by which Colin Powell's organization America's Promise made Positive Tomorrows the first School of Promise in the state; and here's an article on Colin Powell's meeting with a student from Positive Tomorrows. Finally, this letter is from Jonathon Kozol, a nationally acclaimed writer and educator who has spent his life fighting segregation and educational inequality. This is what he says about the Mustard Seed School: "Mustard Seed is...a truly remarkable and inspired little school...I hope that it will win the strongest possible support because it represents a model of what should be done for homeless children all over the nation."

APPENDIX B -- WRITTEN STATEMENT OF LISA GRAHAM KEEGAN, SUPERINTENDENT OF PUBLIC INSTRUCTION, ARIZONA DEPARTMENT OF EDUCATION, PHOENIX, ARIZONA

State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

TESTIMONY OF LISA GRAHAM KEEGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ARIZONA

PRESENTED BEFORE THE
U.S. HOUSE COMMITTEE ON EDUCATION
AND THE WORKFORCE

SUBCOMMITTEE ON EARLY CHILDHOOD,
YOUTH AND FAMILIES

"EDUCATING HOMELESS CHILDREN"

THOMAS J. PAPPAS SCHOOL
PHOENIX, ARIZONA

SEPTEMBER 5, 2000
1:00 P.M.

WRITTEN TESTIMONY OF LISA GRAHAM KEEGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ARIZONA

U.S. HOUSE COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH & FAMILIES

SEPTEMBER 5, 2000
1:00 P.M.

Mr. Chairman, Members of the Committee, it is a pleasure to appear before you today here at the Thomas J. Pappas School to discuss concerns about proposed changes in the Stewart B. McKinney Homeless Assistance Act. I know this is an issue of the utmost importance to you, Congressman Salmon, and to other members of our Arizona delegation. I share your concern for these students, and I want to thank the Committee for allowing us the opportunity to discuss these matters.

I want to use my limited time today to first explain how the Arizona Department of Education (ADE) administers the McKinney funds, and then talk a little bit about the larger issues surrounding education services for our homeless students. I feel very strongly that we need to work just as hard in meeting the critical needs of all of our homeless students as we do in ensuring compliance with the letter of the law. We can talk specific programs all we want, but let's always keep the focus on kids and their needs. Let us be very careful in whatever decisions we make to remember that these are not chess pieces we're talking about here, to be scattered around haphazardly. We are talking about children. The decisions we all make and enforce through laws, rules, and statements of policy will impact these children for the rest of their lives. So let's not make any of these decisions casually.

For federal fiscal year 2001, Arizona received a little over $421,000 in funding under the McKinney Act to serve approximately 4,000 students across our state. After it receives its funding from the U.S Department of Education (ED), ADE issues a Request for Applications to Arizona's school districts. Under our State Plan, ADE allocates McKinney funding to providers through a competitive process that looks at criteria such as the number of homeless students served, current efforts the provider is taking to remove barriers to education for homeless students, and coordination with regular education programs and other agencies. An outside panel of peer reviewers reviews proposals submitted for funding, and funds are awarded until depleted. For the current fiscal year, ADE received 17 applications for McKinney funding, including one from the Maricopa County Regional District, which oversees the Thomas J. Pappas School.

Schools such as Pappas are what we in Arizona call accommodation schools. Pappas is one of roughly 10 accommodation schools that exist throughout our state. As defined under State law, specifically ARS § 15-101, an accommodation school is a school operated through the county superintendent and the county board of supervisors -- in this case, Maricopa County -- "to serve a military reservation or territory which is not included within the boundaries of a school district." The same section of law also specifically defines accommodation school to mean a school that provides educational services to homeless children. So, under Arizona's laws, Pappas is an accommodation school serving homeless children.

Of the 17 proposals submitted, the review committee eventually chose to fund 10 applicants, including Maricopa County Regional District. While we have a rigorous review process and, frankly, believe that Arizonans know better than ED which providers give our students the kind of services they need, we are cognizant of the Lovecraftian shadow that ED has now cast over funding for schools like Pappas. Consequently, we have placed Maricopa's funding -- and therefore Pappas' -- on hold until we receive further guidance from ED.

ADE has funded the Pappas School, through the Maricopa County Regional District, for a number of years now. Are we in compliance with the law? We believe so. While I understand the concerns about the segregation issue, I want to point out that Arizona's public education system is built on a foundation of *choice*. In our State, children can attend any public school they choose. While Pappas, as an accommodation school, cannot open its doors to all students, the homeless children who attend Pappas are there because *they choose to be there*. They are not committed there. They are not incarcerated there. They are not even formally referred there. They are there because those children and their families believe that Pappas is better equipped to offer the services they need.

Let me give you a different example to show you what I mean. In Arizona, we have a number of charter schools -- schools like the Flagstaff Arts and Leadership Academy -- that cater specifically to the needs of children with a proclivity toward the arts. The children who enroll there are either artists or musicians or performers of some type, yet I don't think anyone would say that we have stigmatized artistic children by allowing them to attend a school that meets their specific needs. Schools like the Flagstaff Arts and Leadership Academy exist specifically to address those particular needs, and those children are there because *they choose to be there*. As with the artistic students who have chosen to attend the Flagstaff Academy, the homeless students who have chosen to attend the Pappas school are only "segregated" in the sense that they have personally chosen to separate themselves based on their belief that their educational and other needs will be better met by a school that offers services designed specifically for them.

This is not to suggest that other schools can't and shouldn't be providing the same kinds of services Pappas offers. Homelessness is not just a Pappas issue; it's an issue for all of us. The fact remains, however, that Pappas is here in response to a number of larger problems in the overall education system at all levels. Pappas exists partly because of a misconception on the part of the community, including the school districts themselves, about their obligations and ability to serve homeless students.

If you had a bit of time here today to walk around, you saw that Pappas offers a variety of services to homeless children. These services can and should be duplicated in any school district. The Osborne district, for example, provides medical services on-site -- a nurse practitioner comes in each day to provide prescriptions and meet the medical needs of homeless students. The Flagstaff Unified District also has a homeless program that provides many services similar to those offered here at Pappas.

As it relates to the McKinney Act, the issue really is one of educating schools and districts on what their obligations are to homeless children under the law. Because they lack knowledge of the McKinney Act, many districts do not know that they can and should accept a homeless child who attempts to enroll in their school, even if that child does *not* have immunization records, transcripts, or a permanent address. We all need to do a better job educating schools and districts on their responsibilities.

At ADE, we've redoubled our efforts to ensure that districts know their responsibilities. We have reorganized our Academic Support Division in a way that allows us to "see" this program and those students better. We have a proactive homeless education coordinator who is responsible for helping schools understand their obligations, and to help answer any questions that schools may have about enrollment issues and ensuring that homeless children have equal access to education. In fact, many districts have already called ADE with questions about their obligations to homeless children under the law. Once they receive the information they need, and know that the law does, for example, allow them to enroll these students without records, most have been happy to accommodate the student and enroll the child once they knew they could.

Those are some of the steps we've taken to help out at the state level, but we can't do it alone. At ADE, we take our commitment to these students very seriously -- so seriously, in fact, that we have allocated funding from other sources to cover the costs of administering the McKinney Act. If the federal government is truly committed to making this program work to meet the needs of this vulnerable population, it needs to get serious about helping States educate and assist schools and school districts. We presently dedicate a full-time position as our homeless coordinator -- a position mandated under McKinney -- even though funding provided by the Act only pays for about 1/5 of a position.

Further, the federal government should encourage policies that allow parents to make informed choices about which schools and service providers best meet the educational needs of their children. Any changes in federal policy should also acknowledge that the federal government cannot reasonably determine which applicants for McKinney funds should or should not receive funding. This proposed change in policy effectively severs state and local decisionmaking by removing otherwise eligible providers -- as defined by ED -- from the process.

I want to close by again reminding everyone that we can sit here and talk about compliance and the letter of the law versus spirit of the law all day, but we should never forget that we are really talking about a child and his or her right to an education. Many of these children are receiving services and an education that they might never have had an opportunity to receive elsewhere, despite what the law says about access or segregation. That doesn't mean we don't need to do a better job making sure more districts provide these services. But we also need to remember that when the law talks about identifying barriers to education for these students, sometimes you don't have to look much further than the law itself.

Thank you for the opportunity to speak with you today. I would be pleased to answer any questions you may have.

APPENDIX C -- WRITTEN STATEMENT OF EDDIE BASHA, BASHA'S MARKETS, CHANDLER, ARIZONA

TESTIMONY OF EDWARD N. (EDDIE) BASHA

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES

TUESDAY, SEPTEMBER 5, 2000

PHOENIX, ARIZONA

MR. CHAIRMAN, MEMBERS OF THE SUBCOMMITTEE: MY NAME IS EDDIE BASHA. I AM CEO OF BASHAS', A FAMILY-OWNED, ARIZONA-BASED GROCERY CHAIN, MY AVOCATION. I'M A NATIVE ARIZONAN, AND I'VE BEEN INVOLVED IN PUBLIC POLICY AND COMMUNITY SERVICE IN OUR STATE FOR OVER THIRTY YEARS. MY PARTICULAR FOCUS IS ON EDUCATION, ESPECIALLY THE CREATION OF EDUCATIONAL OPPORTUNITIES FOR UNDER-SERVED AND DISADVANTAGED CHILDREN, MY VOCATION. I HAVE SERVED ON THE SCHOOL BOARD IN MY HOMETOWN OF CHANDLER, ON THE STATE BOARD OF EDUCATION, AND ON THE ARIZONA BOARD OF REGENTS, A TOTAL OF TWENTY-NINE YEARS OF SERVICE. I TELL YOU THIS, NOT TO IMPRESS YOU WITH MY *BONA FIDES*, BUT TO PLACE MY TESTIMONY IN THE CONTEXT OF SOMEONE WITH MORE THAN A CASUAL UNDERSTANDING OF THE NEEDS AND THE REALITIES OF EDUCATION IN ARIZONA.

I AM HERE TODAY BECAUSE I AM DISTRESSED AT THE THREATS THAT HAVE BEEN MADE AGAINST THE THOMAS J. PAPPAS SCHOOL FOR HOMELESS CHILDREN AND WHICH COULD CONCEIVABLY IMPACT THE CONTINUATION OF THIS SCHOOL.

IT IS CERTAINLY NOT MY INTENTION TO QUESTION THE INTENT OF THE LANGUAGE OF THE MCKINNEY ACT, NOR DO I WISH TO IMPUGN THE MOTIVES OF THE NATIONAL LAW CENTER ON HOMELESSNESS AND POVERTY. I AM SURE BOTH ARE WELL INTENTIONED.

BUT, MR. CHAIRMAN AND MEMBERS OF THE SUBCOMMITTEE, TO THE DEGREE THAT BOTH THESE ACTIONS IMPERIL THE FUTURE OF THE PAPPAS SCHOOL, I BELIEVE THEY ARE WRONG!

I HAVE BEEN PERSONALLY INVOLVED IN SUPPORTING THE PAPPAS SCHOOL, AS HAS OUR COMPANY. I HAVE SEEN FIRST-HAND THE SUCCESS OF THE SCHOOL IN PROVIDING AN EDUCATIONAL, SOCIAL, MEDICAL, AND PERSONAL "SAFE HAVEN" FOR THE HOMELESS CHILDREN OF THIS COMMUNITY.

AND FOR ANY ACT OF GOVERNMENT, OR ANY ORGANIZATION, TO THREATEN THE ABILITY OF THE PAPPAS SCHOOL TO CONTINUE TO PROVIDE THESE SERVICES TO THE NEEDIEST CHILDREN IN OUR SOCIETY IS AN ACT OF CRUELTY THAT I CAN SCARCELY IMAGINE.

IT IS SUGGESTED THAT, BECAUSE OF ITS SPECIALIZED PURPOSE, THE PAPPAS SCHOOL "SEGREGATES, STIGMATIZES, AND ISOLATES" HOMELESS STUDENTS, THUS CAUSING THEM TO BE EDUCATIONALLY DISADVANTAGED. BUT MR. CHAIRMAN, I RESPECTFULLY SUGGEST TO YOU THAT PERHAPS THE ONLY TIME IN THEIR LIVES WHEN THESE CHILDREN ARE *NOT* SEGREGATED, STIGMATIZED OR ISOLATED IS WHEN THEY ARE ON THE PAPPAS SCHOOL CAMPUS, ATTENDING *THEIR* SCHOOL, RECEIVING SERVICES IN A HOLISTIC MANNER THAT THEY WOULD NOT BE LIKELY TO RECEIVE ANYWHERE ELSE.

THE PAPPAS SCHOOL CONCEPT EXISTS BECAUSE THERE IS A DESPERATE NEED FOR IT. THE PAPPAS SCHOOL SUCCEEDS BECAUSE IT MEETS THE MYRIAD NEEDS THAT THESE CHILDREN HAVE, AND IT MEETS THEM IN A WAY THAT IS RESPECTFUL, IS SENSITIVE, IS COMPREHENSIVE, AND PROVIDES AN UPLIFTING PERIOD TO DAYS THAT WOULD OTHERWISE LIKELY BE NONE OF THESE THINGS.

MR. CHAIRMAN, THE PAPPAS SCHOOL SERVES YOUNG PEOPLE WHOSE NEEDS ARE SO UNIQUE THAT I CANNOT CONCEIVE THAT THEY COULD BE EVEN REMOTELY MET IN REGULAR SCHOOL AND REGULAR CLASSROOM SETTINGS, AT LEAST NOT CURRENTLY IN ARIZONA WITH ITS ABOMINABLE RECORD OF INADEQUATE SUPPORT FOR PUBLIC EDUCATION. WE DO NOT CONSIDER SCHOOLS FOR THE DEAF OR SCHOOLS FOR THE BLIND TO BE SEGREGATING, ISOLATING, OR STIGMATIZING BECAUSE THEY BRING TOGETHER THE SPECIALIZED EDUCATIONAL AND RELATED SERVICES THAT DEAF CHILDREN OR BLIND CHILDREN NEED IN ORDER TO RECEIVE A QUALITY EDUCATIONAL OPPORTUNITY.

WHY, THEN, SHOULD THE FEDERAL GOVERNMENT AND A PRIVATE ADVOCACY AGENCY NOT BE ABLE TO RECOGNIZE THAT THE EDUCATIONAL NEEDS OF HOMELESS CHILDREN ARE, IN THEIR OWN WAY, AS SPECIALIZED AS THE NEEDS OF DEAF OR BLIND CHILDREN? IN MANY RESPECTS, HOMELESSNESS IS AS SEVERE A HANDICAPPING CONDITION AS IS ALMOST ANY OTHER, AND IT DESERVES THE SPECIALIZED TREATMENT COMMENSURATE WITH THE NEEDS OF THESE PARTICULAR STUDENTS.

MR. CHAIRMAN, I CANNOT IMAGINE A MORE GRIEVOUS WRONG THAT COULD BE INFLICTED ON THE HOMELESS CHILDREN OF THIS COMMUNITY, AND ON THEIR FAMILIES, THAN FOR THE ONE INSTITUTION THAT HAS NOT TURNED ITS BACK ON THEM TO BE FORCED BY OUR GOVERNMENT TO DO SO.

I BELIEVE DEEPLY IN OUR SYSTEM OF GOVERNMENT, AND IN THE DUTY OF OUR GOVERNMENT TO CAST THAT "SAFETY NET" WE HEAR SO MUCH ABOUT UNDER THOSE WHO TRULY NEED IT. IF EVER THERE WERE CHILDREN WHO TRULY NEED IT, IT IS HOMELESS CHILDREN. AND IF EVER THERE WERE AN INSTITUTION THAT NOT ONLY MEETS, BUT ALSO EXCEEDS, THE CONCEPT OF AN EDUCATIONAL AND SOCIAL SAFETY NET, IT IS THE PAPPAS SCHOOL.

IDEALLY, THESE HEARINGS WILL GENERATE RENEWED INTEREST IN THE COMPREHENSIVE NEEDS OF THESE HOMELESS CHILDREN *AND THEIR FAMILIES.* HOPEFULLY, THROUGH ADDITIONAL FUNDING OF THE MCKINNEY ACT, AS WELL AS ADDITIONAL SUPPORT AT THE STATE AND LOCAL LEVELS – BOTH PUBLIC AND PRIVATE -- OUR COMMUNITIES WILL UNITE TOGETHER WITH AGGRESSIVE RESOLVE AND TOTAL COMMITMENT TO ADDRESS THE PLIGHT OF HOMELESS CHILDREN AND FAMILIES IN A HOLISTIC MANNER.

THANK YOU, MR. CHAIRMAN, AND THANK YOU TO THE MEMBERS OF YOUR SUBCOMMITTEE FOR COMING TO ARIZONA TO HEAR OUR CONCERNS.

APPENDIX D -- WRITTEN STATEMENT OF DR. SANDRA E. DOWLING, SUPERINTENDENT, MARICOPA COUNTY SCHOOLS, PHOENIX, ARIZONA

TESTIMONY OF

DR. SANDRA E. DOWLING
Maricopa County School Superintendent

September 5, 2000

UNITED STATES HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE
Subcommittee on Early Childhood, Youth and Families

Phoenix, Arizona

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE:

Thank you for the opportunity to discuss the issues regarding the education of children who are homeless. There are three major topics that I would like to place before you today. They include the history of the Thomas J. Pappas Elementary School, a school known nationally as an exemplary model for these children. Next, I would like to discuss the fallacy concerning the advantages of mainstreaming students. Finally, I want to discuss the virtue of local control of education policy.

The Pappas School is providing the most progressive reform-minded elementary education in the United States. The school is complete with both educational and social services. The school's social service program is entirely funded by the private sector. Corporations, small businesses, government and private sector employees, community service organizations, retirees and local high school students provide financial resources and volunteer services that are unduplicated anywhere. Our school is a perfect model for improving the imperfect lives of innocent victims: HOMELESS CHILDREN.

For many years, the word "homeless" meant the dirty, grungy people sleeping on the grounds of the old Carnegie Library at 12th Street and Washington. Maricopa County and the City of Phoenix established a temporary shelter forcing our community to develop a realization of homelessness. Then, to the surprise of many, the unfortunate and innocent victims of homelessness, the children, were discovered.

Neighborhood schools in the downtown Phoenix area were under pressure to find classroom space for the children of their taxpaying residents. Local shelters had attempted to enroll their students in these neighborhood schools, only to find resistance. After continual rejection, the shelter staff decided to halt any attempts to enroll children in the neighborhood public school. Instead, they began offering their own program.

At this moment in history, as a newly elected County School Superintendent, I became involved with the Phoenix Fire Fighters, Episcopal Diocese of Phoenix, Central Arizona Shelter Services (CASS), and several private individuals in an attempt to make a difference in the lives of these innocent victims. A "one-room schoolhouse" began in donated space provided by the Episcopal Diocese of Phoenix at Trinity Cathedral, staffed by the Regional School District and with local firefighters as classroom volunteers and mentors. The Thomas J. Pappas Elementary School for homeless children was born. While not exactly in a manger, it was definitely a miracle in progress. Shelter staff assured me the maximum enrollment at any one time would NEVER be more than twenty-five (25) students. Within a month, there were fifty (50) students. Another facility was identified and renovation began. A new shelter, at an old motel, in the seediest part of Phoenix, allowed us to use the former front desk and office area for classrooms. The junior high program was located in the area that was once the motel bar.

As enrollment continued escalating to staggering proportions of nearly 150 students, the school was forced to relocate for a fourth time in less than three years. A former automobile dealership that had just finished serving as the Pastor for Congress Committee Headquarters was available. After remodeling, the school would be able to serve 330 children. The following year the school was dangerously close to capacity. After two years of negotiations and a community fund-raising project that netted over 1.8 million dollars, the current Thomas J. Pappas School for homeless children was a reality. Its capacity was 550 children.

During the second year in the new facility, over 700 students greeted the teachers and staff. Again, there was in a wild scramble to find space for the overflow of students. Once more we turned to an ecclesiastical partner, the Presbyterian Church one-block away. The junior high students were sent to the church, instead of the bar. Currently, we have relocated back to the car dealership building for our 300 junior high and high school students. Additional classroom space has been added for this school year at the main campus, increasing our capacity here to 700 students. The school year 2000-2001 projected enrollment is estimated to be 1000 students on these two campuses. In addition, by the end of the 2000 calendar year, it is anticipated that we will open another site with another ecclesiastical partner, the Catholic Diocese. Initially, the Tempe site will host approximately 100 children. This is a capsulated history of the Thomas J. Pappas Program.

The Pappas Program does not recognize the value of mainstreaming children for the sake of political correctness. The enrollment at Pappas Elementary School is limited to children that qualify for admission using the criteria established by the Stewart B. McKinney Act. Neighborhood children unless they meet this criterion cannot attend. Some social welfare advocates believe that all children attending school should be mainstreamed. Mainstreaming is an educational term that forces social engineering within our public schools. Although an interesting idea, it does not allow for individual differences or community involvement. Instead, this concept homogenizes everyone into a mold that is perceived to represent the ideal but, in reality reflects a nightmare.

The staff of Pappas School are experts in assisting homeless families. Many homeless parents believe the outreach staff is their only advocate when dealing with the social welfare system.

The Pappas staff provides more than an occasional food basket or kind word. These dedicated individuals are always ready to help. Mr. Congressman, they could provide you with a sheltering place to stay tonight if you needed one, as long as you met the criteria of the McKinney Act. Forcing the public school system to provide such assistance would be an impossible challenge, even for the most well meaning public school counselor. In most public schools, the student counselor is a generalist. To the extent public schools able to address homeless issues they can only act a facilitators, not experts.

Mainstreaming is not a panacea for the problems these children face. In fact, some educational researchers now believe mainstreaming is having a negative effect on classroom performance. Those associated with Pappas Elementary School believe that if McKinney Act Funds were invested exclusively on creating exemplary schools, like the one you see here today, you with your individual vote, would make a greater difference in the lives of many children.

Finally, I cannot let these hearings end without making a strong statement for local control. Education in general has been either the victim or the beneficiary of local control. Some people believe the system of local schools with local school boards is obsolete. However, the principle that the government closest to the individual works best has been a long held tenant of the American tradition. In communist countries the schools are upheld as models. They are lionized because of their presumed efficient use of resources. In reality though, look at what their efficiency brought. In most of these countries, liberty was lacking, local decision-making was absent and the economic forces were unable to ensure their comrades with a satisfactory standard of living. Over the long-term, central planning and control proved to be the downfall of the Soviet system. On the other hand, traditional local control provides the mechanism that prohibits government, and its institutions, from falling down the slippery slope that ended communism as an economic system. Interjecting federal rules in local government decision-making has a tendency to exacerbate problems rather than provide a universal solution. The obvious lesson of the twentieth century has been that local decision-making works best at solving local problems. There is no single solution.

The Pappas Program has its financial problems. Additional money would certainly be helpful. However, our state, on it's own, is also addressing some of these dollar and cent issues. Arizona is providing additional money for teacher salaries and school counselors. The State of Arizona will fund the next building needed for the Pappas Project without federal participation. The business community is raising additional dollars for us to hire an another outreach worker and a music teacher. The City of Phoenix Parks and Recreation Department with local dollars is providing an after school program for our students. All of these efforts are partnerships.

I believe the committee should focus its efforts on stimulating these same types of partnerships rather than increasing sanctions and regulations. In Phoenix, Arizona we know the Pappas model works. Rather than wasting time and effort in the philosophical battle over the methods of instructional delivery, it would be in the children's best interest to work together in providing additional resources to meet their needs. Partnerships should be encouraged and individual initiative rewarded.

Thank you vary much for coming to the Thomas J. Pappas Elementary School and providing us the opportunity to discuss this most important issue of educating homeless children.

APPENDIX E -- WRITTEN STATEMENT OF EDITH SIMS, EDUCATION SPECIALIST, SPOKANE PUBLIC SCHOOLS, SPOKANE, WASHINGTON

TESTIMONY OF EDITH L. SIMS
FACILITATOR, HOMELESS EDUCATION PROGRAM
SPOKANE PUBLIC SCHOOLS, DISTRICT # 81
SPOKANE, WASHINGTON

SEPTEMBER 5, 2000

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH, AND FAMILIES

I am the Facilitator of the Homeless Education Program for Spokane Public Schools, District #81 in Spokane, Washington. My job is to support homeless families and children within an integrated model in neighborhood schools, educate school staff on the issues of homelessness, and collaborate with various community agencies to empower our families to break the cycle of homelessness. Of primary concern for our program is to stabilize children in their schools.

Educational services to homeless children and their families in Spokane began in 1989 as a separate school that was a collaborative effort between the local YWCA, homeless shelters serving families with children, and Spokane Public Schools. The school was designed to combine the traditional educational services of Spokane Public schools and the experience of the YWCA in providing social support services to low-income families. In 1994, the YWCA expanded the concept of the school to include a specialized after-school component.

By the 1998 school year, there were three certified teachers, assisted by three instructional assistants, teaching children grades Kindergarten through Eighth grade. I was one of those teachers and taught second, third, and fourth grade students. Support was strong from the community. The YWCA advertised for donations of school supplies and clothing, along with Thanksgiving, Christmas and Easter gifts. Each child was given a backpack filled with school supplies and clothing. During the holidays, the children would go home with bags of gifts. The children were bussed from neighborhood homeless shelters to and from school. Local universities sent education students to fulfill their requirements for multi-cultural credits. In addition, at the YWCA there was a medical clinic and domestic violence counselors.

It was a magical place. We felt passionate about our students, recognizing their special needs as homeless children—physically, emotionally, and academically. Organizations that came to Spokane, such as the Stars On Ice, Globe Trotters, and the Shrine Circus made sure to include a stop at the school to visit with the children and receive publicity. We worked hard to try and get the children that were behind academically to raise their test scores. Once families were housed, children were enrolled in neighborhood schools.

During the 1998 - 1999 school year, there was recognition of integrating homeless students into their neighborhood school at the national level. In the spring of 1999, the YWCA and the Spokane School District convened leadership and stakeholders from throughout the community to address the need to look at allowing homeless students to attend their school of origin and/or neighborhood school. Commitment to the collaboration and to the school was strong. Participants in this process not only verbalized their concerns regarding the changes, but then also participated in the actual redesign of the program. Included on this task force were representatives from each of the homeless shelters that serve children, board members from the school district, the YWCA and United Way. Each of the current three teachers was also present, along with principals from two elementary schools and representation from local universities.

Transition to the new Integrated Support Model represented a major challenge! The primary concern of all was that the children continue to participate in the educational process and to feel supported emotionally, physically and academically. The teachers were especially concerned about the issues of stigma and ridicule of the children. The pullout model created a space where all the children were alike; they talked of being homeless. Could an integrated model give the children the support that they needed? Also of major concern was the belief that we would "lose" the children; they would just stop going to school.

Another major challenge was communication. We had representatives from many walks of life on the task force: educators, social workers, and a nurse. With such a diverse group of professions interacting, we frequently spoke of "learning each others' verbiage". We tried always to remember to keep our focus on the children.

I cried for nearly two weeks when talk of integration began. I loved my students and was very protective of them. I understood how vulnerable they were. I had serious doubts about an integrated model, yet I also had to admit that I had doubts about this school even as good as it was. First, it troubled me when a student would come to us from within our own school district and have to change schools to be with us. They loved us, but talked about missing their classmates, friends, and former teachers. No matter how wonderful our program, we were one more change for children that were already in a situation that was out of their control. We were not a "normal school". Secondly, because I had been an Education Specialist with the district for the five previous years, I recognized that our school was not current with district curriculum. Whenever I mentioned this, I was told that "these children are not like other children". I was already familiar with the many at-risk children within our district. The comment sounded like discrimination. It reminded me of how in the 1980's that the general education teachers, special education teachers, students and parents had been frightened when mainstreaming learning disabled children into regular classes began. But once this was completed, these learning disabled children had gained confidence and respect for themselves because they were allowed to be educated with their peers. I began thinking that perhaps integration would be best for homeless children also. But I was determined to make it very apparent to the Task Force how these children needed to be supported in a new model, I resolved to be an active participant in the design of the new program.

Fundamental to the new Integrated Support Model is the linkage between the schools, shelters, and the homeless liaison, and education team. Constant communication occurs between shelter providers and the homeless liaison about new procedures and resources for accessing school services. In addition, the homeless education team works with the school counselors and classroom teachers to follow student attendance and progress. There is frequent contact with the parent to discuss how they feel their child is doing at school. Everything is based on stability of the child in school. Research has been done on student mobility that documents that there is a negative relationship between student moves and academic achievement.

The new program was placed under the umbrella of Title I, since it has a history of working with low-income and at-risk children. It was also recognized that most of the children would probably end up in Title I schools, and this would expedite services to the children. We also decided to serve children in Kindergarten through Twelfth Grade, recognizing that not all high school homeless youth are runaways or throwaways. Conversations were held with the Director of Special Education to assure that needed services for homeless children would be recognized and supported without delay. Discussions were also held with the Coordinators of Elementary, Middle School, and High School Counselors to determine what training might be necessary for school counselors to serve the special needs of homeless children—both emotionally and academically.

Long discussions occurred with the Director of Transportation. First, we wanted to make sure that the children who rode the regular school buses would be allowed to catch the bus somewhere besides the front of the shelter. Then, we also needed to brainstorm about ways to transport children to their school of origin, and to empower parents by giving them options of either remaining in one school all year when they found housing, or assisting them with transitioning their child/ren into the new neighborhood school.

The YWCA volunteered to house the new program in their building, since low-income families were accustomed to contacting them for assistance. In addition, they volunteered to continue to fund-raise for school supplies and clothing. They also continued to run the specialized after school program for homeless children. We would still have access to the medical clinic and the domestic violence counselors. They would also hold slots in their pre-school for some of our pre-school children.

Integrated services began with the 1999 - 2000 school year. An underlying belief is that people really want to help, if they understand what is needed and what they can do. With this in mind, one of the first steps was the education of school personnel regarding homeless issues. These included principals, office managers, counselors, as well as classroom teachers. School personnel were trained to identify homeless students, how to refer for support services, and trained to teach at-risk students. Most of all, they were trained in confidentiality. Office managers were trained not to keep a child out of school because of lack of birth certificate or immunization records. They were also taught never to say the word "homeless" or "shelter" in front of our families. They refer to their "home" instead. Because we work with many victims of domestic violence, we devised a way to receive records confidentially. (In one instance, we determined that it would be too risky for anyone to contact the former school, so academic testing was completed on each child, and they were started with a clean slate.)

The Integration Support Team consists of a certified teacher (who is also certified in special education), two instructional assistants, a Social Worker from the YWCA, and a Mental Health

Professional. (The City of Spokane was awarded a grant to pay for a Mental Health Professional.) The Integration Support Team's offices are located at the YWCA. Families are referred by the various homeless shelters, local schools, or by word of mouth. The families meet with the Support Team for an intake, where a need assessment is completed.

For families coming from out of district, the educational team does academic testing, identifies special education needs, observes pre-school children to determine if they should be referred to special design preschools, and assists with filling out school registration papers. The social worker makes sure that each child has a backpack filled with school supplies and at least a weeks worth of new clothing, including brand new shoes. It is important to us that each child looks "like every other child". (Yes, our community is very supportive of this new model.) Children are enrolled in school within two or three days of referral. Appointments are made at the school to support the family with enrollment at their new school. The family is given a tour of the school, meets their child's teacher, counselor, and principal. If the student is to ride a bus, they are shown where to meet the bus. They are given written notes regarding the bus number and pick up/drop off times. The education liaison is there to meet the child the first day and make sure that there are no problems. We want children and their parents to feel comfortable in their new school.

If a family is already enrolled in our district, they will register with the program, be given backpacks, school supplies, clothes, etc. and connected with transportation to keep them in their school of origin. For the younger children, our district has contracted with a local cab company especially chosen because they do complete background checks of their workers. For the older children, public transit passes are supplied. Most children never miss a day of school.

The most amazing thing of all is that, if you were to walk into any classroom in our district, you would not be able to identify which of the children is the homeless child. We have taken the stand that we are a support system for our families. We expect each school to provide the same services for each of our children as they would for any other student within the district. To do any less is discrimination. For children behind academically, we assign a one-on-one tutor that is an education major from one of our local universities. We have also set up homework centers at two of the largest shelters that are staffed by the education students from Eastern Washington University. Resource manuals, district textbooks, and supplies are provided by the school district. Plans are under way to have homework centers in three more shelters this Fall. Gonzaga University and Whitworth University education students will staff these. They will also do summer enrichment programs. (I also speak to education classes at each university to teach future teachers about the issues of homelessness nationally, statewide, and citywide.) For children experiencing emotional problems, such as depression or anger, referrals are made to the team Mental Health Professional.

In addition to the educational component, we recognize that our families need support in areas other than school. Housing options are discussed with all families, along with health, dental, and vision needs. Proper referrals are made, and the team Social Worker assists families as needed. There are also two senior level student nurses assigned to our program each year from the

Intercollegiate Center for Nursing Education. They assist with families that are medically at-risk.

Southwest Airlines, our Business In Education Partner, has remained actively committed in the new model by fund raising for such items as school annuals, field trips, extra school supplies, or hard to fit clothing.

We have been overwhelmed at the response of the new integrated model. Because school staffs have been trained to identify the signs of homelessness, approximately 40% of the referrals this past year were from the schools. In the pullout model, we generally only received referrals from the shelters. Numbers jumped from 134 children served in the 1998 - 1999 school year to 339 children in the 1999 - 2000 school year. (It is important to note here that these are not runaway or throw away children. We have another program in our school district that works with these children.) Of the 339 children served, 217 children were able to remain in their school of origin. Another surprise was the ownership each school took for "their students". Teachers were delighted to have a program that assisted keeping students in one school. They did not mind having students with behavior problems as long as they knew that efforts made on behalf of a child did not stop in six weeks when the child moved on.

One young 4th grade boy had been in eleven different schools grades from Kindergarten to Third grade. There were also large gaps where he had simply not gone to school at all because of the mother's frequent moves. She had a history of evictions and doubling up with anyone who would have her and her children. The school counselor notified the Homeless Education Team the second week of school. Contact was made with the family, and services were offered. We shared the mobility research, offered to taxi him to school and explained to the mother how important it was for Kyle to be stable in school. She just needed to notify us whenever she moved to another doubled situation. The mother moved eleven times, but Kyle got to remain in one school the entire year! At one point, when the mother moved across town from the school, the teacher broke down in tears, afraid because we would force Kyle to transfer schools. She pleaded with us to keep him where he was, that he was making progress, and that she knew his behavior plan was proving successful. We assured her that this was exactly why we had the new program, and that Kyle would be able to remain with her and his classmates.

Kyle's behavior plan turned out to be extremely successful. Because he was stabilized in one school, we were able to determine that his inappropriate behavior was caused by more than just frequent moves. Special education staff was brought in. Kyle's evaluation revealed that he was nearly deaf in both ears. He now has hearing aids in both ears and informed his teacher that "I can hear now, and am being good. I want to be a crossing guard."

The social worker assisted Kyle's mom with housing options, a drug intervention program and classes in money management. The family found housing within the neighborhood school where Kyle and his brother had received so much assistance. Kyle will actually begin his second year in the same school for the first time in his life.

We were totally surprised at the number of schools that had homeless children. It was not uncommon at the conclusion of an in-service at a neighborhood school to be approached by a teacher saying, "I have a child that fits that description. I never knew". We served children in 36 different school locations last year. As we in-serviced each school, we received responses such as "I knew there had been a school at the YWCA, but I didn't really understand who qualified as homeless." Homelessness has now become an issue that we are dealing with as a district. It is no longer just the YWCA's secret.

Whatever doubts I had as we began this new integration model are long gone. I love walking into schools and seeing the children that are being supported by our program taking trombone or clarinet lessons. They invite us to their vocal concerts or their football games and their graduation parties. Art is wonderful therapy, and our children take an active part. One middle school boy got to attend a State Band Competition with his school band. Another girl did so well with her violin in orchestra, that she was connected with a mentor from the Spokane Symphony Orchestra. They take the same academic tests as their peers and prepare for the required state essential learning exams.

Our school district already has in place a method to monitor the progress of every student within the district, and we plan to connect with that system and monitor the progress of our students carefully. Teachers have reported academic progress and we plan to document it officially. We are also connected with the City of Spokane database that will allow us to follow families' progress to break the cycle of homelessness. Our city works hard at providing necessary services and classes to empower families to gain the skills they need to gain independence. We are proud to be a part of that system.

In special education, separate school models are used for only the most behaviorally or mentally disabled children. It is considered the most restrictive environment. To pull disabled children into a separate school requires documentation of modifications made within the mainstream, and why a less restrictive environment is not more appropriate. It concerns me that we are pulling children out of the mainstream and into separate schools simply because of their housing status. Integration models can and do work. (I have attached copies of letters form other successful integrated models.) Schools must be accountable to not take the easy way out by removing homeless children from their neighborhood schools but rather to allow them to be educated with their peers. I know that their mobility is a problem, but I also know that with proper staffing and training that children and families can be stabilized and feel safe within their school environment. Change is frightening, because we care so deeply for our children. By utilizing the collaborative connections already established, strong integrated models can be extremely empowering for homeless children. It is a wonderful thing to walk through schools and see the children involved with our program. They blend in well. Our children consider themselves "Glover Falcons", "Stevens Eagles", "Ferris Saxons" rather than homeless. It makes all the hard work worth it.

Due to economic reasons, our family of six recently became part of a growing group in our social structure, The Homeless (sic). This was a big change for all, but the transition for our school age children, Paige, 11 and Dillon, 6, would be the greatest.

We knew immediate re-enrollment was necessary, yet we had no idea where we would settle. Thanks to Edie Simms (sic) and her caring staff at the Homeless Education Program, they were smootly (sic) placed into their new school. A real shool (sic), not a special class for "Homeless Kids".

We found employment, and our permanent residence and the only disappointment was that we were in a different district and thought the children would have to change schools yet again. However, The (sic) Homeless Education Program once more saved the day, enabling our children to finish the year at their current school.

Becoming homeless can happen to anyone, but when there are children involved it is especially critical. Just moving to a new school can be a difficult adjustment for a child, but to do so while being Homeless (sic) can be devastating.

This integrated education program for the Homeless (sic) empowers our children, enables them to fit in more quickly & smoothly, at a difficult & turbulent time in their lives. As far as integrated education vs separate shools (sic) for homeless children, ours would have suffered more transition, but more importantly, they would have felt left-out, (sic) stigmatized, "The Homeless Kids" (sic) Our children are the future, and Programs (sic) such as this can make all the difference, at a time when our Nation's motto is that "Not one child shall be left behind."

There may be those who feel that this is minor, but our children did not ask to be homeless. We are good parents, hard-working tax payers (sic) that contribute to society. If this country truly cares about it's (sic) own, then we have to see how important programs like this are, what a difference they make in our childrens (sic) lives and know that it is imperative to keep them in place. The future of our children depends on it.

(parent)

CHICAGO COALITION FOR THE HOMELESS

August 23, 2000

Representative William Goodling
Chair, Education and the Work Force Committee
United States House of Representatives
Washington, D.C. 20515

Re: Segregated Schools for
Homeless Children

Dear Mr. Representative:

This letter is to provide you with information pertinent to the Committee's consideration of the role of segregated schools for the homeless. I hope it is helpful.

Prior to 1997, the Chicago Public Schools operated for many years a single classroom on-site at one of Chicago's largest homeless shelters. This "school" was exclusively for homeless children staying in the shelter. Neighborhood children did not attend the on-site classroom and were not invited to attend. Rather, they had access to three different elementary schools in the area. The segregated classroom was considered a part of one of those area schools, the Stewart Elementary School. The staff at the shelter believed that the on-site school was very comprehensive with a unique specialized curriculum. They boasted of the convenience of the school for homeless parents and how it permitted children "to transition."

Despite the staff's earnest belief, those of us working directly with homeless parents came to a very different conclusion about the quality and benefits of the school.[1] Indeed, it is my view that this facility was not anymore a "school" than a local Boys' Club might be considered a "school." It possessed some structure, and had some social value, but it was not a place that you or I would choose to send a child to get a good education. In 1996, as a result of the demands of homeless parents and advocates, the school was closed. Below I detail some of the more important points about the school that lead to the request for closure.

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[1] I originally felt that a segregated school for homeless children, though illegal, was not necessarily bad educational policy. My view changed after a segregated school for foster children in Chicago failed dismally and after I learned much more about the "shelter school." I

Most significantly, the segregated school was clearly a separate and unequal facility. Though it was technically a part of Stewart school, the children at the segregated school had no access to anything at the "real" Stewart school; not teachers, not courses, not extracurricular activities, *not even regular textbooks*. The homeless children were missing ample books, used outdated texts and were given the hand-me-down books from other schools or *simply did without books*. It was the parents' impression that the segregated classroom (which had only one teacher for children of all ages) was assigned the teacher who was least favored on the Stewart faculty.

Homeless children at the shelter who sought enrollment at the "real" Stewart were told that the school did not take children from the shelter. Another area school that had already enrolled two homeless children, ejected them when they learned they were from the shelter. We became convinced that the area schools had a collective negative impression about homeless children and that there was a great convenience to them about steering all the homeless children into one place, indeed one room. The long term operation of the school had generated, and then affirmed, a separate and inferior perspective on these children. It resulted in the label "shelter kids" being applied to the homeless students.

There was no "specialized" curriculum for the school. Children and youth of all ages, and, therefore, all academic levels, were lumped together and the school day was spent together. When we sought to invoke the court's assistance in getting one of the "shelter kids" into a neighborhood school, that child reported that one full day at the shelter school was spent writing the same sentence over and over again.

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now perceive temporary schools as part of the problem, not part of the solution.

As part of our initial efforts to learn about the quality of the segregated school, we had asked for a tour in 1991. Only after repeated requests was a tour arranged. We were not allowed to speak with the children or teachers or parents. It was certainly odd to have such secrecy in a Chicago Public School. During the tour, we had a generally favorable impression as we saw two teachers working with the children and saw that the room was amply-supplied and the children seemed engaged. As we worked with families after they left the shelter, however, we learned that no special education services were given, no special education plans ("IEPs") were sought or utilized for the children and few records were ever obtained from the prior school for any child. (No child can properly "transition" without the teacher having some educational history from the prior teacher). We learned that, in fact, only one teacher was present on a regular school day.

Myself and my colleagues did direct outreach to homeless families in need of legal assistance who were residing in area homeless shelters. We often heard complaints about the "homeless school." Parents complained that they were forced to enroll their children in the school as a condition of being allowed to stay at the shelter. When they left the 30 day shelter, the children were forced to change schools again. Thus, residence in the shelter meant that your children *surely* would suffer two school changes in the course of a year. According to Dr. Joy Rogers of the Loyola University Department of Education here in Chicago, a "rule of thumb" for educators is that every school change results in 4-6 months loss of academic time. The shelter school, by increasing student mobility, worsened the educational outlook for the children forced to attend there, and it worsened the school system's mobility problem as a whole: the school from which the child left and the school that would have to integrate the student leaving the shelter.

During the many years that the shelter school operated before it closed, I never saw any evidence that the school provided a valuable educational service that might be called a helpful "transition." Every time I hear people speak of a school as providing a helpful "transition" for homeless children, I simply don't know what that could mean. All *good* schools assist children who arrive there from another school. Every school helps children transition. There is nothing special about that process to an educator. Putting children in a temporary school that then claims to be an expert at "transitions," adds nothing to a child's education but more unnecessary change.

Finally, I cannot conclude this subject without saying how terribly stigmatizing it is for a child to be put in a "special" school. Kids don't think of themselves as a "shelter kid" nor do they identify as a student from "the homeless school." I saw many, many children and families at the shelter I am referencing in this letter. None of them took pride in being in a shelter or the shelter school. When one client's child was denied entry to a regular school in the neighborhood because her son was "a shelter kid," she was humiliated and angry enough to file a lawsuit.

The entire process of mainstreaming children with learning impairments into regular schools teaches us that integration works. There is data that indicates that children with impairments who are mainstreamed have higher educational expectations and better employment outcomes. I believe this to be true for students who are homeless as well. It is crucial that their identity not be relegated to their housing status.

Sincerely,

L. M. Hey

Laurene M. Heybach
Director, the Law Project
Of the Chicago Coalition for
The Homeless

Barbara Duffield
Director of Education
National Coalition for the Homeless
1012 14th St, NW
Suite 600
Washington, DC 20005

August 22, 2000

Dear Barbara,

This fall I begin by sixth year with the homeless program in Vancouver School District. During this time, our program has metamorphosed from a self-contained classroom serving first through fifth graders to a district-wide support program for all school-aged homeless children and youth within the district.

Vancouver School District first recognized the need for a program to serve homeless children in 1992. A "transitional" classroom was created and staffed at Hough Elementary School to serve first through fifth grade children living in the shelters located within the Vancouver Public Schools' boundaries. Students were bussed from the shelters to the "transitional" classroom at Hough. It was intended to provide a sense of stability as the families moved through our shelter system. After-school support was offered at each of the shelters for homework and to provide additional time to try to bridge the educational gaps of these children.

In the classroom, K-5 students received academic instruction from a certified teacher and a full-time staff assistant. The homeless classroom students were blended with other classrooms for projects, PE, music and art. During the first 5 years, we provided support for the following number of students: 1992-93 = 91, 1993-94 = 123, 1994-95 = 100, 1995-96 = 72, and 1996-97 = 49. The program was designed to serve the individual needs of each child, both academically and social/emotional.

The children saw a familiar face and familiar surroundings. They knew what to expect each day and siblings shared the same classroom. These children had older siblings, yet our program provided no service to these students. It became clear that the program needed to change to reach all of the homeless children and youth regardless of grade or school. There was also a concern voiced on the part of several parents that the transitional classroom segregated homeless children. There was a desire to keep students in the school they were attending before they became homeless.

Through the direction of Dr. James Parsley, Vancouver Public Schools Superintendent, we were assigned the task of developing a program that could provide support to all the homeless students who attend VSD schools, regardless of age. This would be designed to serve children and youth living in all homeless situations, not limited to shelter families. This presented a unique challenge. Up to this point, we thought our program was meeting the needs of these children. Our classroom was highly regarded by students, parents, staff, and the community.

After many hours of consultation with supervisor, Debra Elliott, the program, now known as HOPE (Homeless Outreach Promoting Education), emerged. Carol Landrum, the certificated teacher, was assigned to the middle and high school students, while I offered support to the elementary students. The HOPE program would now offer support to homeless youth living in all homeless situations, no longer to just include shelter families and would work to overcome transportation obstacles, allowing children to attend their school of origin regardless of where they might move. The after-school program was still going strong at the shelters.

During the HOPE years, our program is proud to have served from 300 - 400 homeless students ranging from Kindergarten through 12th grade each year. This is quite a drastic increase from the previous model. By keeping the students in their school of origin, they no longer have to face yet another change in their lives. Students are bussed within our district by our Vancouver Public Schools Transportation Department and by ESD 112, through an additional McKinney grant, if their school of origin is beyond our boundaries.

In conclusion, I would like to say that changing the program was very difficult because we sincerely felt that the previous model was the best way to meet the needs of homeless students. With the new model, however, middle school and high school students receive support, which has dramatically improved their academic success. Attendance has improved and self-esteem among all our students has improved. I have had the opportunity to work with older students, which has given me a different outlook on the problems of homelessness. I personally feel that the new model, HOPE, is profoundly more supportive to these students. HOPE offers more hope to all of Vancouver Public Schools' homeless students regardless of age or living situation.

Sincerely yours,

Linda O'Neel

Linda O'Neel
HOPE Program
Vancouver Public Schools

CMS
Charlotte-Mecklenburg Schools
Post Office Box 30035
Charlotte, North Carolina 28230-0035
Telephone (704) 343-6220

Eric J. Smith, Ed.D.
Superintendent

August 28, 2000

Congressman William Goodling
Chair, House Education and WorkForce Committee
U.S. House of Representatives
Washington, DC 20515

Dear Congressman Goodling,

I recently learned of the upcoming hearing in Phoenix, Arizona re: the education of homeless children. As Charlotte-Mecklenburg Schools (CMS) has actually transitioned its programs for homeless students from a separate to a mainstream environment, I believe that our experience may be informative.

Since 1989, CMS and our homeless students have benefited from our collaboration with A Child's Place, a nonprofit agency that is well supported by the community. The program, known as A Child's Place (ACP), originated as a separate, set-aside model by well-intentioned advocates in the school and community.

However, as the population of homeless students grew each year, the model became unwieldy. At the same time, a combination of research in the field, legislation, our own experiences, and a system-wide philosophy that values inclusion convinced us that these students had a right to and would benefit more from a mainstream model. It took three years of collaborative planning and resource development with our community partner, ACP, to develop a model that was logistically manageable and that ensured the delivery of adequate support services to the students, families and to the schools.

Project MOST (Mainstream Opportunities for Students in Transition) is now embarking on its fourth year of operation. Support resources have grown, benefiting homeless students and the schools in which they are enrolled. The transition to the mainstream model has increased awareness of the issues of homeless children and families in the broad community and by CMS personnel at all levels. Our experience has confirmed that homeless students prefer to attend a "regular" school and that their behavior and attitudes toward school are more positive in a mainstream setting. Students who have had every other aspect of their lives altered by their family's homelessness appreciate the familiar, stable classroom environment, a reprieve from their daily worries, and welcome the opportunity to interact and learn with other children.

I hope that the hearing is informative and productive. I trust that the best interest of homeless children in Phoenix is well served.

Sincerely,

Eric J. Smith,
Superintendent

BEST COPY AVAILABLE

A Child's Place
Education and Support for Homeless Children

P.O. Box 33302
Charlotte, NC 28233

Tel 704-343-3790
Fax 704-343-3791

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August 22, 2000

Congressman William Goodling
Chair, House Education and WorkForce Committee
U.S. House of Representatives
Washington, DC 20515

Dear Congressman Goodling,

I am writing in response to recent debates re the issue of integrated vs. segregated education of homeless children. As the executive director of an agency that that works in collaboration with the local school system that "made the switch", I believe that our experiences in Charlotte, North Carolina could be informative.

A Child's Place (ACP) is a collaborative program of Charlotte-Mecklenburg Schools (CMS) and a nonprofit agency of the same name (ACP). Opened in 1989, the founders feared that homeless students would be stigmatized. Thus, the program began as a transitional, one-room classroom in a church building. One central location also simplified delivery of support services for the students.

In 1991, I came to work for ACP. In 1992, we moved the program to an "open" elementary school, where all classes were multi-graded, and where students could better benefit from all services the system had to offer. In 1997, after years of advocacy, planning, and resource development, ACP and CMS officials announced the end of the transitional classroom and the implementation of Project MOST, Mainstream Opportunities for Students in Transition. Finally, all homeless children, whether they resided in a shelter, a motel, or doubled-up, were assured of a stable, mainstream school environment.

Why did we work so long and hard to change a well-supported program in a geographically expansive county with 100,000 students?

- Students clearly felt stigmatized by their segregated placement. Many asked why they could not go to "real" school or "real" class.
- Instruction and learning suffered as teachers adjusted daily to new, absent, or exiting students and as well-meaning volunteers offered too many diversions. Instruction of children at different levels and with a plethora of needs often meant, as one fifth grader put it, "The new kids and the bad kids get all of the attention."

United Way of Central Carolinas
Serving Cabarrus, Mecklenburg & Union Counties

HSN
Charlotte-Mecklenburg Homeless Services Network

- Students needed more and better access to enrichment activities, special classes, and all services available via school systems.
- Students who shared shelter life often brought those issues to school with them.
- Research was documenting the positive effects of mainstreaming for homeless students,
- The McKinney legislation clearly signaled its' intent that homeless children not be segregated.

Mainstreaming all homeless students in public schools has been successful in Charlotte-Mecklenburg. Changes in students' attitudes and behaviors were apparent from the beginning. Students as a whole behave more appropriately when they know the setting is "appropriate".

In its first year of operation, 1997, there were a few families from previous years who again needed services. All of the parents and children unreservedly preferred the new program.

Stigma or ridicule has been of little issue. In fact, one-fifth grader told me that some boys in his class had found out he was homeless and started to make fun of him, but that his friends "set them straight real quick". My seven-year-old lunch buddy was the ringleader of the girls in her class. Monique decided who got to sit beside her and at her table during lunch.

Homeless children can learn like other students, many of whom are in other sorts of crises, especially if the appropriate awareness and support services are available. As a whole, parents and students express satisfaction with the program. Teachers have become more aware and sensitive to not just the needs and issues of homeless children, but of the many children in crisis around them every day. As services and volunteers are solicited from surrounding churches and businesses, both the schools and the communities can be strengthened in a manner that benefits all students.

At ACP, we believe that a child's stable academic environment can be ensured only when his/her housing is also stable and secure. Through ACP's Family Advocacy services, 85% of our clients have secured stable housing each year, our recidivism rate is only about 5%.

ACP and CMS have recently been recognized for our comprehensive and effective programs in a report, Separate and Unequal by The National Law Center on Homelessness and Poverty and by Dr. Roslyn Mickelson in her recent book, Children on the Streets of the Americas.

It takes commitment to make the hard road to mainstreaming work. It takes school personnel and community advocates who will be champions on behalf of homeless children and families. School personnel and other key groups must be trained. Goods, services, and volunteers must be solicited and managed. A creative transportation plan may be required, as well as case management for students and, hopefully, for the family. It takes collaborations with other community organizations. Success requires flexible policies, an understanding of the rights of homeless students, and it takes persistence.

But it can be done. And it's the right thing to do.

Sincerely,

Deborah S. McKone, M.S.
Executive Director

APPENDIX F -- WRITTEN STATEMENT OF SARA GARFIELD, EXECUTIVE DIRECTOR, ST. MARY'S INTERFAITH TRANSITIONAL LEARNING CENTER, STOCKTON, CALIFORNIA

Overview of Testimony of Sara Garfield
Associate Professor Education California State University
Stanislaus
Founder and Director of Transitional Learning Center for Homeless
Children
(TLC School) located at St. Mary's Interfaith Dining Room
Stockton, CA

The following information on the Transtional Learning Center is presented in response to the report by the National Law and Poverty Center, entitled "Separate and Unequal" which claims to be the result of a survey on segregated schools or classrooms for homeless children and recommend that these schools be abolished. This report was not based on an on-site visit to TLC School. We were the recipient of a McKinney Grant 1997-2000. We were denied funding for the 2000-2004 cycle due to issues of segregation and isolation of homeless children.

The report refers to 42 "segregated schools for homeless children...that are a new and troubling trend...separate and inferior...and bad educational policy. In curriculum and resources they are generally vastly inferior to regular public schools. The report erroniously states that many sperate schools:

- do not follow the same curriculum as regular public schools
- are not staffed by certified teachers
- group children of many different ages and grade levels together in a single classroom
- fail to provide the same special programs and services such as special education) and extracurricular activities available in regular public schools
- are located in sites such as shelters or churches that were not design ed to be schools and often violate

health and safety codes."

In regards to the Transitional Learning Center located at St. Mary's Interfaith Dining Room in Stockton, CA all of these statements are inaccurate:

- we follow state curriculum, overseen by San Joaquin County Office of Education
- all of our full time teachers are fully credentialed with additional units and/or certifications. Many schools in CA employ emergency credentialed teachers
- we have additional teaching assistants that are California State University Stanislaus students who are in the process of getting preliminary CLAD/BCLAD credentials or completing clear credential courses who participate in field work, student teaching and internships at our school. This allow for a rich ration of 1 adult to every 5 children.
- our groupings of children are K-1, 2-3, 4-6, in separate, new and modern classrooms. This configuration is found in many elementary schools.
- we provide special programs including resource, extensive psycho-social educational testing, counseling and numerous field trips and extra curricular activities including our own Girl Scout troop and art and music therapy.
- our classrooms are standard portable classrooms that are inspected on a regular schedule. On site at St. Mary's Interfaith Dining Room we also have a medical and dental clinic, clothing, showers and extensive psychological family support services.

It is not our intent to isolate or segregate homeless children, but rather to provide a variety of psycho-social and education services, along with intensive, individualized literacy instruction and follow up services that enable our students to make a smooth transition to their neighborhood school as soon as they find permanent housing. We serve 40-80 children daily, with students enrolled from 1-90 days. A recent assessment verified that 92.31% or our students show significant growth in reading (1 to 2 years growth) in 60-90 days of instruction at TLC School. Since September 1999, 291 students have been enrolled at TLC School and 195 children have been transitioned to neighborhood schools and received extensive follow up services from our mentor advocates.

TLC School enjoys incredible community support and the school and/or director have been the recipient of 17 awards, including 5 National Awards (see attached list). State Senator Patrick Johnston has been an avid supporter and fund-raiser for our school throughout our 8 years of existence, along with United Way of San Joaquin County and numerous other organizations. We invite an independent and impartial group to investigate the operational practices of TLC and the other 41 transitional schools to determined our efficacy. We feel we are providing our students with an excellent education and direct access to all of the services that homeless children require to be successful in school.

Thank you for your attention to this very important issue. We would like to invite you to visit our school when you are in the area. If you are in need of further information, please feel free to call me at (209) 467-0703 X118.

Sincerely,

Sara Garfield, Director TLC School
Assoc. Prof. of Ed, CSU-Stanislaus

APPENDIX G -- WRITTEN STATEMENT OF CHUCK BACON, FORMER STUDENT, THOMAS P. PAPPAS SCHOOL, PHOENIX, ARIZONA

Testimony of Chuck Bacon

U.S. House of Representatives
Committee on Education and the Workforce
Subcommittee on Early Childhood, Youth and Families
Field Hearing

September 5, 2000
Phoenix, Arizona

Introduction

I have been asked to provide testimony to the *Congressional Subcommittee on Early Childhood, Youth, and Families*. I attended Pappas for four years. I am currently a freshman at Phoenix College. My answers to the four questions to which I was asked to respond are based on my personal experience as a former student at Pappas during the time that my family was homeless. Each question deals with a specific aspect of educating homeless students and I have answered with the honesty, integrity and perspective of someone who has been there. I hope my testimony makes a difference in the lives of future Pappas students.

What is the difference between the Pappas School and other mainstream schools?

One of the differences between the Pappas School and other mainstream schools is that the Pappas staff expects the unexpected. Students are not expected to adapt to the school, the school is expected to adapt to the needs of the students. For example, homeless students move frequently, sometimes daily, and mainstream schools do not generally have the capacity to change bus schedules quickly. At Pappas, bus stop adjustments can be made to respond to address changes as they occur. At mainstream schools, bus schedules are handled at the district office. At Pappas, there is a person whose job it is to adjust the schedule, sometimes many times during the day, as families move around.

Another difference between Pappas and other schools is the attendance boundary. The Pappas attendance boundary is the entire area of Maricopa County. In Maricopa County, mobility problems are compounded for homeless children because within the county there are more than forty local school districts, each with their own boundary. In the downtown area alone there are seven or eight districts, very close to the Pappas School. As a consequence of these local districts having their own attendance boundaries, one district's bus won't cross over into another district to pick up a student who moved overnight. Since the Pappas bus passes through many districts, students at Pappas are not faced with changing schools every time they move, provided they stay in Maricopa County.

Another major difference between Pappas and other schools is in the support they give through food boxes, clean clothing and the on-site medical clinic. Many homeless students come to school hungry, having slept in their clothes and having many health problems. At Pappas, sick children are treated by a pediatrician or nurse in the medical clinic located at the school.

Students are given clean clothes that have been donated to the school so that students never have to feel ashamed of what they are wearing or the way they look. Since the lunch meal is often the last meal that many of these students eat, the school sends home food boxes to hold them over until morning when they come to school again.

These differences may seem small but they make huge differences in the lives of homeless children.

How do Pappas students view the separation issue?

I can answer the question of how students view the separation issue only from my point of view. When people talk about separation, I assume they mean segregation. I suppose there is a little embarrassment at being at a school for homeless students. However, the real source of the embarrassment is at being homeless.

During my homeless days, if I were asked if I would rather be at Pappas or at a mainstream school, I would have answered Pappas. At Pappas everyone is in the same situation and there is never a need to feel different or explain your situation.

How did your experiences at the Pappas School prepared you for life after you left the school?

The staff at Pappas helped me gain confidence in myself. At Pappas, teachers like Ms. Woods and Mr. Dillenbeck drilled in us that failure was not an option. It was because of them that I felt prepared academically for high school. When I was a student at Pappas, I was fortunate to have many mentors. It was there that I met Scott King, a Phoenix Firefighter. Still today, I think of Scott as a brother and a very good friend. I know I can count on him. I remain in close contact with many of my other mentors. It boils down to the personal relationships that were built between the teachers and the mentors that prepared me for life after Pappas.

What would be the effect of closing down Pappas-type schools?

I feel that if you close down schools like Pappas, you will be taking away one of the safest places that kids have to go. You will not only be shutting down a school you will be shutting down kids' hopes and dreams for a better tomorrow. Many homeless students will not be competitive in mainstream schools. High mobility will always be an issue to them. During the adjustment period when students change schools they miss out on learning and they continue to fall behind in their schoolwork. Or worst, they stay out of school for long periods of time while the family attempts to find a place to stay.

In closing I would like to ask that members of the subcommittee listen carefully to all of the testimony and make their decision of what to do with Pappas-type schools based on what is right for homeless students.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Are you testifying on behalf of a Federal, State, or Local Governmental entity?	Yes	[✓ No]
2. Are you testifying on behalf of an entity other than a Government entity?	Yes	[✓ No]
3. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1997: N/A		
4. Other than yourself, please list what entity or entities you are representing: Representing myself in support of PAPPAS		
5. If your answer to question number 2 is yes, please list any offices or elected positions held or briefly describe your representational capacity with the entities disclosed in question number 4: N/A		
6. If your answer to question number 2 is yes, do any of the entities disclosed in question number 4 have parent organizations, subsidiaries, or partnerships to the entities for whom you are not representing?	Yes	[✓ No]
7. If the answer to question number 2 is yes, please list any federal grants or contracts (including subgrants or subcontracts) which were received by the entities listed under question 4 since October 1, 1997, including the source and amount of each grant or contract: N/A		

Signature: Chuck Bacon Date: 8/31/00

Please attach this sheet to your written testimony

PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae) or just answer the following questions:

A. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing: A Former Graduate and Homeless Student at Pappas.

B. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

See Attached testimony.

Please attach to your written testimony

APPENDIX H -- WRITTEN STATEMENT OF TAMMY WELLS, PARENT

A MOTHER'S VOICE:

BY TAMMY WELLS

I am here to speak about a few reasons why I believe T.J. Pappas should remain open. I am a homeless mother with four children. My Children are looking forward to coming back to Pappas.

I have been reading some articles on why congress and a few others would like to see Pappas shutdown. It furiates me that someone would take away something so positive in not only my kids' life but also many others.

I hear certain people talking of "segregation" of Pappas students from public schools and comparing it to the years when black children were not allowed to be schooled with white children. That is the most ludicrous thing I have heard! The government made things that way back then. No one says or makes our homeless children go to Pappas. It's the parents' choice. Why should the government be able to take these choices away?

I believe by placing homeless children in mainstream schools is a way to close eyes to just how much homelessness there really is. Pappas provides these kids with education, free clothing, counseling services, and excellent mentors! Not to mention, making it possible for these kids to see doctors and dentists. But, what I really like is walking into the school and seeing a staff member know a child on a First name basis. Or better yet, just giving them a hug because they need one. Let's face it, these are kids with totally different issues than most mainstream kids and T J. Pappas is a school that recognizes this.

Have you ever tried to live in a motel one night, maybe a friends house the next night or your car in a river bottom and have to worry about your kids getting to school? Pappas makes it possible for these children to get and education as well as other needs.

I would love to have the white picket fence and be able to send my children to one public school their whole childhood, but reality is that I am not able to provide that at this time. And it is a great comfort to me to know that I have Pappas there for my children!

Most of you will never know what it's like to be homeless or to move your children from one place to another, not once a year but everyday! Unfortunately, many others and I do. Therefore, I am asking that you not take away some of these kids only stability.

APPENDIX I -- WRITTEN STATEMENT OF WALTER VARNER, PRESIDENT, NATIONAL ASSOCIATION OF THE EDUCATION OF HOMELESS CHILDREN AND YOUTH, BALTIMORE, MD

TESTIMONY OF WALTER VARNER
PRESIDENT
NATIONAL ASSOCIATION FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

SEPTEMBER 5, 2000

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH, AND FAMILIES

I am President of the National Association for the Education of Homeless Children and Youth. The National Association represents state and local educators in all 50 states. Our common mission is to ensure that all homeless children and youth are afforded the opportunity to enroll in, attend, and succeed in school. I am also the Homeless Education Coordinator for the Maryland Department of Education. In this capacity, I am charged with carrying out the McKinney Act requirements for the state of Maryland.

The National Association opposes the school segregation of homeless children because homeless children, like their housed peers, do best in integrated settings. Simply put, separate is never equal.

In our experience, the justifications commonly offered for segregating homeless students from their housed peers do not hold up under scrutiny.

Some argue that separate schools are needed because homeless children experience significant barriers to mainstream schools. However, separate schools or classrooms are an inappropriate response to these barriers. Congress recognized this in the education provisions of the Stewart B. McKinney Homeless Assistance Act. The McKinney Act sets forth a different, more credible and historically proven, response to barriers -- integration. The Act requires states to identify and remove barriers to homeless children's education, such as residency requirements, school records requirements, and lack of transportation.

Today, thousands of schools across the country have eliminated these barriers, and have successfully supported homeless children's education in mainstream schools. In fact, according to the most recent U.S. Department of Education Report to Congress, 88 percent of homeless children and youth are currently enrolled in school, up from an estimated 57 percent in 1987. The vast majority of these children attend mainstream schools.

Too often, separate schools or classrooms acquiese to the barriers that prevent homeless children from enrolling and attending mainstream schools, and even perpetuate these barriers by failing to challenge them.

Proponents of separate schools also claim that such settings "protect" homeless children from ridicule and prejudice. We believe it is unacceptable to accommodate the prejudices of housed children against their homeless peers by separating them into different educational facilities. As the Supreme Court has said, "private biases may be outside the reach of the law, but the law cannot, directly or indirectly, give them effect."[1] Rather than caving in to prejudice, integrated programs combat it in a number of ways. They ensure that homeless children have the same school supplies, clothing, and materials as non-homeless children, thereby enabling homeless children to "fit in." Integrated homeless education programs across the country provide these services as a matter of course. In addition, schools can develop activities to sensitize housed students to the plight of their homeless peers. Activities of this nature have proven effective in fostering greater understanding, tolerance, and sensitivity.

Another alleged justification for separate schools is that homeless children frequently need special attention and services. Segregation, however, is not necessary in order to provide special attention and support to homeless children. Mainstream schools are quite capable of responding to homeless children's physical, emotional, and educational needs -- and they can provide these services to far more children than is possible in a segregated setting, just as they do for children with disabilities or any other "special needs" population. It is important to remember that mainstream schools serve a wide variety of students who experience poverty, violence, and other traumatizing incidents. A temporary lack of housing is the often only difference between these children and homeless children, and does not justify the latter's segregation. Integrated programs provide a wide variety of support services with discretion and dignity. Moreover, the opportunity to go to regular school is an important part of stabilization and healing, and provides normalcy for students whose lives have been uprooted by the loss of a home.

But segregation is not only unnecessary -- it is harmful.

Most segregated programs provide vastly inferior educational opportunities. Most operate as one-room classrooms with children of differing ages and grades grouped together under one teacher. Children in these settings are deprived of the opportunity to be placed in age- and grade-appropriate classrooms. Moreover, many segregated schools are inadequately staffed. In addition, many segregated schools do not follow the standards and curricula prescribed by state or local educational agencies. Homeless children are thus unable to perform on an equal footing with their peers. And finally, the majority of segregated classrooms or schools do not have the resources and personnel to provide students with the full range of educational programs to which they are entitled. In sum, very few segregated programs are able to approximate the scope and quality of educational services provided by mainstream schools, and very few have comparable resources.

Moreover, segregation increases instability. Homeless children have a federal right to attend either the school they were going to before they become homeless, or the school in the area where they are currently living, depending on which school is determined by parents and educators to be in the students' best interest. Staying in the same school that they were attending before they became homeless promotes stability and educational continuity -- significant factors in academic achievement. It also allows children to keep the same friends, teachers, and daily routine, and thus limits the social and emotional disruption caused by homelessness. Integrated programs have made great strides in devising strategies to stabilize children in their school of origin. In contrast, having to change schools when a child becomes homeless, and then again when a child becomes housed, increases instability. Thus, segregated classrooms or schools add one more unnecessary disruption to homeless children's lives.

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[1] Palmore v. Sidoti, 466 U.S. 429, 433 (1984).

The McKinney Act states that schools shall comply, to the extent feasible, with the requests of parents in school placement decisions. Yet in most segregated programs, parents are referred to separate schools by service providers who do not tell them of their children's right to attend mainstream schools, or who fail to provide their children with any assistance to do so. In other cases, families are referred to the segregated school or classroom by a public school that will not accept them, in violation of federal law. In these instances, there are no real choices available to parents. More generally, the very existence of barriers to mainstream schools effectively precludes parental choice. Integrated programs, however, remove barriers and inform parents and school personnel of school selection rights. Not only do these programs help schools comply with federal law, they also allow parents to make important choices about what is in the best interest of their child.

Finally, mainstream schools are in the best position to serve all homeless children, regardless of where they live. Segregated programs serve only a small proportion of homeless children in the community -- generally only those living in shelters. Those few segregated programs that are able to recruit families from non-shelter locations still cannot reach the majority of homeless children in their communities. This is because many homeless families do not live in easily identifiable locations, or do not seek services because of fear, lack of information, or embarrassment. Integrated programs have developed successful methods of training school personnel to recognize signs of homelessness, and therefore assist "hidden" homeless children with appropriate supplies, services, and referrals. For example, in Maryland, we have developed a comprehensive tracking system in order to help schools identify and serve homeless children and youth. Other programs provide extensive outreach to help identify homeless children and youth who are not in school. In this way, integrated homeless education programs assist many children and families who would not otherwise receive help.

In sum, there are many reasons why homeless children are best served in integrated settings. But homeless children's education should not be discussed as a mere comparison of different program models, for it is fundamentally a question of civil rights.

In the historic *Brown v. Board of Education* decision, a unanimous Supreme Court stated that the issue in the case was: "Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does." The Supreme Court thus held separate educational facilities to be inherently unequal, despite any superficial tangible equality that may exist.

An expert witness in the district court case in *Brown* testified "...if the colored children are denied the experience in school of associating with white children, who represent 90 percent of our national society in which these colored children must live, then the colored child's curriculum is being greatly curtailed. The Topeka curriculum or any school curriculum cannot be equal under segregation." And so it is with homelessness: by virtue of being denied the experience of associating with their housed peers, homeless children are deprived of an equal education. Segregation of homeless students from their housed peers denies children in both groups the ability to study together, exchange views, and learn from each other. Such segregation would be unthinkable if the subject were segregation by race, national origin, gender or disability. And it should be unthinkable for homeless children as well.

It took federal involvement to put an end to racial segregation. Segregation based on housing status also demands a federal response.

And thus the National Association supports the prohibition on segregation contained in legislation currently before the U.S. Senate. We believe that such a prohibition will help ensure that federal dollars are directed exclusively to those efforts that are in the best interest of homeless children, while protecting homeless children's civil rights. And we are not alone in this belief: we are supported by the Leadership Conference on Civil Rights, the nation's oldest and largest civil rights coalition, as well as by national education organizations and national homeless organizations. I have attached their letters of support.

Federal action to ensure equal educational access for homeless children and youth should not be limited to the topic of segregation, however. That is why both House and Senate bills contain a variety of provisions to strengthen homeless children's educational rights. These provisions are built upon lessons learned from thirteen years of implementing the McKinney Act. They include requirements for the immediate enrollment of homeless children and youth; the designation of a homeless liaison in every school district; the posting of public notice of the educational rights of homeless children and youth; and a requirement that schools keep homeless children in their school of origin, to the extent feasible, unless against parental wishes. We endorse the reauthorization of the McKinney Act to incorporate these provisions, and we call for expanding funding so that more children can be served.

In closing, segregation may be a convenient response to educating homeless children and youth, but it is not the right one. To separate homeless children from their housed peers is to deprive them of the educational opportunities, resources, stability, normalcy, and relationships that can only occur in an integrated environment. We must build on what we have learned to remove barriers, expand support, and create equal educational opportunities for homeless children. And we must be guided by a vision of the society we wish to achieve – an integrated society of equality and justice for all.

LEADERSHIP CONFERENCE
ON CIVIL RIGHTS

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*Deceased

August 25, 2000

The Honorable Ed Pastor
U.S. House of Representatives
2465 Rayburn House Office Building
Washington, DC 20515

Dear Congressman Pastor:

We write on behalf of the Leadership Conference on Civil Rights (LCCR) to urge you to support efforts to strengthen equal educational opportunity for homeless children and to oppose any legislative attempt to sanction their placement in segregated schools or classrooms.

As you know, the LCCR is the nation's oldest and largest civil rights coalition, representing people of color, women, children, older Americans, gays and lesbians, major religious organizations, labor unions and civil and human rights groups.

In education, over the years the LCCR has fought against segregation of children by race, national origin, and gender or disability status because such segregation limited or denied equal educational opportunity. Congress has agreed and enacted policies that call for desegregation and mainstreaming in our public schools.

The same principles apply to the education of homeless children and youth. Homeless children and youth have a federal right to free, appropriate public education. The Stewart B. McKinney Homeless Assistance Act states a national policy against the separation of homeless children from the mainstream school environment based on their homeless status, and requires states to ensure that homeless children are not isolated or stigmatized. The Act also requires states to identify and remove barriers to homeless children's education, such as residency requirements; school records requirements, delays in transfer of school records, and lack of transportation.

Today, thousands of school districts across the country have eliminated these barriers and effectively support homeless children's enrollment, attendance and success in mainstream schools. Integrated homeless education programs have demonstrated their ability to meet homeless children's needs while at the same

"EQUALITY IN A FREE, PLURAL, DEMOCRATIC SOCIETY"

time enabling them to benefit from the stability, normality, and resources of mainstream schools.

However, despite the provisions of the McKinney Act, homeless children and youth may find themselves shut out from public schools from periods ranging from a few days to several months. In an attempt to provide some educational services to children in this situation, educators or service providers, sometimes with assistance from local school districts, have segregated homeless children and youth into separate classrooms or schools. While intended to be transitional, in many places these segregated facilities -which serve only homeless children - have become permanent institutions, depriving children of regular curriculum and opportunities of mainstream schools, and isolating them from their housed peers.

Several provisions in HR2 and S2 are intended to strengthen the protections for homeless children in the McKinney Act and are most welcome. But their benefits would be more than nullified by a proviso contained in HR2, which would sanction the continued existence of separate schools established prior to enactment and allow them to receive McKinney funds. Such an exception would be unthinkable if the subject were segregation by race, national origin, gender or disability. And it should be unthinkable for homeless children as well.

We urge you to support enactment of effective guarantees of mainstreaming for homeless children including an explicit prohibition against federal support for segregated schools and classrooms. We also ask you to support improvements to McKinney contained in HR2 and S2 that are designed to promote stability in the schooling of homeless children, greater awareness of the rights of homeless children and elimination of gaps in their schooling.

Sincerely yours,

WADE HENDERSON
Executive Director
Leadership Conference on Civil Rights

WILLIAM L. TAYLOR
Vice Chair
Leadership Conference on Civil Rights

CECILIA MUNOZ
Co-Chair
LCCR Education Task Force

JANELL BYRD-CHICHESTER
Co-Chair
LCCR Education Task Force

August 31, 2000

The Honorable Mike Castle
U.S. House of Representatives
Washington, DC 20515

Dear Representative Castle

We are writing to express our concern about the school segregation of homeless children and youth. We urge you to strengthen homeless children's educational rights and to oppose any legislative attempt to promote segregated schools or classrooms.

Homeless children and youth have a federal right to a free, appropriate public education. The Stewart B McKinney Homeless Assistance Act prohibits the separation of homeless children from the mainstream school environment based on their homeless status, and requires states to ensure that homeless children are not isolated or stigmatized. The Act also requires states to identify and remove barriers to homeless children's education, such as residency requirements, school records requirements, delays in transfer of school records, and lack of transportation.

Today, thousands of districts across the country have eliminated these barriers and successfully support homeless children's enrollment, attendance, and success in mainstream schools. Integrated homeless education programs have demonstrated their ability to meet homeless children's special needs while at the same time enabling them to benefit from the stability, normalcy, and resources of mainstream schools.

However, as a result of non-compliance with federal law, homeless children and youth may find themselves shut out from public schools for periods ranging from a few days to several months. In an attempt to provide some educational services to children in this situation, educators or service providers, sometimes with assistance from local school districts, have segregated homeless children and youth into separate classrooms or schools. While intended to be transitional, in many places these segregated facilities -- which serve only homeless children -- have become permanent institutions, depriving children of the regular curriculum and opportunities of mainstream schools, and isolating them from their housed peers.

Legislative language (such as that contained in H.R. 2, "The Students' Results Act") which allows for the segregation of homeless children and youth into "homeless-only" educational programs undermines homeless children's right to an equal education. This legislation also represents a departure from national policy as expressed in federal law.

We urge you to strengthen homeless children and youth's educational rights by amending the McKinney Act to: 1) require all local educational agencies to enroll homeless children and youth immediately; 2) appoint a homeless liaison in every school district; 3) post public notice of the educational rights of homeless children and youth; 4) ensure that all homeless children and youth are able to remain in their school of origin, if that is in their best interest; and 5) explicitly prohibit federal support for the segregation of homeless children and youth.

We look forward to working with the Committee to address the concerns expressed in this letter. If you have any questions or concerns, please contact Barbara Duffield at the National Coalition for the Homeless at 202.737.6444, ext. 312

American Association of University Women
The Better Homes Fund
Council for Exceptional Children
National Alliance to End Homelessness
National Association for the Education of Homeless Children and Youth
National Association of School Psychologists
National Association of State Directors of Special Education
National Coalition for the Homeless
National Law Center on Homelessness & Poverty
National PTA
School Social Work Association of America

APPENDIX J -- WRITTEN STATEMENT OF DR. LUISA STARK, EXECUTIVE DIRECTOR, PHOENIX CONSORTIUM TO END HOMELESSNESS, PHOENIX, AZ

TESTIMONY OF LUISA STARK
CHAIR
PHOENIX CONSORTIUM TO END HOMELESSNESS

SEPTEMBER 5, 2000

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH, AND FAMILIES

PHOENIX, ARIZONA

Members of the Subcommittee: I wish to thank you for the opportunity to speak today.

I serve as Chair of the Phoenix Consortium to End Homelessness. I am also a member of the Arizona Coalition to End Homelessness and the Arizona State Joint Legislative Committee on Homelessness. I was founding President of the National Coalition for the Homeless, and continue to serve on the Board of Directors of that organization.

Introduction. In 1986, I participated in drafting the legislation that became the Stewart B. McKinney Act, the omnibus bill that covers a myriad of services for homeless people, including education for homeless children. When we drafted the original bill we were conscious of the fact that, throughout the nation, there were a great number of barriers that were prohibiting homeless children from receiving a public education. Some schools were reluctant to expend energy on enrolling homeless children, only to have them leave shortly thereafter. Others did not wish to accept children who did not have the correct paperwork, or vaccines, to qualify them to enroll. Still others maintained the stereotype that a child without housing would be unhealthy, unruly, and unclean, thereby having a negative influence on other children in their schools. Often children were held back academically because of schooling that they had missed while homeless. Once in school, some homeless children felt that they were treated differently, often blamed unjustly for problems that they hadn't caused. As a result of this situation, segregated schools were started, located in shelters, churches -- wherever space was available. The primary emphasis of these early schools was to help homeless children catch up on the schooling they had missed while homeless, so that they could integrate more easily into a local school system once their lives had become stabilized.

In 1988, I was a member of the task force that drafted Arizona's first State Plan on the Education of Homeless Children and Youth. This document set forth Arizona's response to the McKinney Act, and included an action plan to ensure access to education. The plan stated that "It should be the policy of the State to eliminate the need for special shelter schools whenever possible by assisting the public school system to absorb this special population." The plan also stated that "there was a consensus among task force members that homeless children should be integrated into neighborhood schools whenever possible." (State Plan for the Education of Homeless Children and Youth, Arizona Department of Education, 1989)

Educators and advocates soon realized that although the early schools were an important stop gap method, homeless children should not be educated in a segregated setting, any more than children should be segregated by race, national origin, gender, or disability status. In 1990, language in the Stewart B. McKinney Act was modified to require that "…the State educatio agency and local educational agencies will adopt policies and practices to ensure that homeles children and youth are not isolated or stigmatized." Arizona responded to this change in its 19 State Plan by noting that "the goal of any educational program for homeless children must be integration and success in the regular classroom, and that children should not be isolated or stigmatized. This item will be added to our regular monitoring instrument to ensure local distr are adhering to this important principle." (State Plan for the Education of Homeless Children Youth, Arizona Department of Education, 1991)

By that time, many public schools were willing to work with homeless children, and McKinne funds became available to assist them in providing specialized services to this group of studen Research had shown that children who are homeless did not present problems that were any different from those normally found in the general school population (Douglass 1996). Today Arizona has school enrollment laws that define the legal residence of homeless pupils, as well waive the requirement that a child's birth certificate must be presented at the time of school enrollment, and provide a five-day grace period for immunization records. (See Appendix A.)

After the 1990 McKinney Act was passed, integrated homeless education programs became th model for educating homeless children and youth. Today, Arizona has nine integrated program These include excellent programs in Flagstaff and Tucson. (See Appendix B). Both programs a represented here today.

The Thomas J. Pappas School. One of the remaining segregated schools for homeless childre is the Thomas J. Pappas School here in Phoenix. The school is located in the beautiful facility which these hearings are taking place.

I would like to say at the outset that, despite the avalanche of news stories, no one has ever suggested that the Pappas School "shut down." Rather, advocates have recommended that separate schools like the Pappas School change their role in helping homeless children receive quality education, and that federal funds be used to support integration efforts.

I support this recommendation because the Pappas School, as a separate institution catering to homeless children, appears to have many of the problems traditionally associated with segregate schools. I would like to discuss a few of these:

(1) Removing Barriers and Providing Choice. State and local educational agencies that have received McKinney Funds, such as the Arizona Department of Education and the Maricopa County Regional School District, are required by law to actively pursue removing whatever barriers may exist to homeless children's enrollment, attendance, and success in school. State an local educational agencies must also ensure that homeless children are able to continue to attend their school of origin, or the school in the attendance area where they are currently living.

Yet in Arizona, barriers to homeless children's education persist, unabated and unchallenged. Data from a survey of statewide homeless service providers reveal that residency requirements and lack of transportation still prevent homeless children from continuing their education in their school of origin, and that some school districts force children to transfer to a school in the area where they are currently staying, in violation of federal law. (See Appendix C.) This same survey data also show that there are numerous barriers to school enrollment for children who transfer to schools in the area where they are staying. Of these, obtaining birth certificates, immunization requirements, the transfer of school records, and transportation top the list, even though most of these barriers have been addressed by Arizona State law.

In light of these barriers, it is not surprising to find that school placement often goes against parental wishes – as often as 50% of the time, according to some service providers. And parents do not appear to be informed of any recourse they might have in challenging the decisions that – as a result of barriers - are being made for them. Indeed, the preliminary survey data show that many homeless service providers do not know if parents are informed of the steps they can take if their school placement request is denied.

The Pappas School actively recruits students from homeless agencies, but with the sole purpose of enrolling children in their own school. There is no evidence or documentation of processes used to ensure that families are making informed choices. In fact, conversations with a former Pappas principal confirm that the Pappas School recruits students from family shelters, without informing them of their right to attend mainstream schools, or what such neighborhood schools offer. Nor does the Pappas School assist these families in enrolling in mainstream schools (Personal Communication, Susan Sommers, Thomas J. Pappas School principal, 1996-1998).

The end result is that barriers, including lack of information and assistance, keep homeless children out of local schools. The Pappas School has publicly affirmed the existence of these barriers, and pointed to them as justification for operating as a separate school. But the presence of such rampant barriers means that school choice, which is such an important part of our State Department of Education's agenda, is close to non-existent for many homeless children in Phoenix. One homeless child tells me frequently: "It wasn't my choice to become homeless." Indeed, it wasn't. But certainly she should have other choices in her life, including where she goes to school.

(2) Quality of Education. The Pappas School, like most segregated schools for homeless children, does not provide children with a quality education.

(a) School Content Area Alignment. What is perhaps most disturbing about segregated schools is their belief that, as "specialized" institutions, they do not have to conform with the standards-based curriculum of mainstream schools. Yet one of the most important steps that any school can take is to have curriculum aligned with state standards. Or, as the Arizona Department of Education states on each school report card: "In order for students to be successful, it is critical that school curriculum be aligned to the Arizona Academic Standards." For 1999-2000, the Arizona School Content Alignment applies to nine areas of curriculum. The following four questions are asked by the Arizona Department of Education in reference to School Content Area Alignment. The responses are those provided by the Thomas J. Pappas School. (See Appendix D.)

1. **Question:** Was your curriculum aligned to EACH of the Arizona Academic Standards in the nine content areas by the beginning of your 1999-2000 school year? **Response:** No.

2.**Question:** Will ALL your students be given opportunities to learn EACH of the standards in the nine content areas? **Response:** No.

3.**Question:** Will you regularly access programs in EACH of the standards in the nine content areas within the 1999-2000 school year? **Response:** No.

4.**Question:** Will you regularly report progress on EACH of the standards in the nine content areas to students and parents within the 1999-2000 school year? **Response:** No.

The refusal on the part of the Pappas School to align its curriculum with that of the Arizona Academic Standards is analogous to segregated schools in the past, where children stigmatized by our society were believed unable to master the standard education curriculum offered in mainstream schools. As mentioned previously, research affirms, and reaffirms, that homeless children do not differ from other children in their ability to succeed academically. Not having an aligned curriculum may partially explain the reason why 82% of the mere 70 students whom the Pappas School transitioned out to neighborhood schools last year returned to Pappas (Teacher Magazine, January 2000). Providing an education to a child that differs significantly from what he or she will experience elsewhere often results in setting that child up for failure.

(b) Academic Performance. The Arizona Department of Education uses the Stanford Achievement Test, Ninth Edition (Stanford 9), to compare student performance in grades 2-11. In analyzing the Stanford 9 scores from tests administered to Pappas Students in April 1999 and April 2000, several disturbing trends appear.

First: In both 1999 and 2000, the Pappas School failed to meet the average Arizona percentile rank score in any subject tested, at any grade level. In 1999, with the exception of two scores in the 30th percentile, the students at Thomas J. Pappas tested lower than 75% of the students in Arizona.

Second: Regardless of grade level, the average student at Pappas scored lower on the Stanford 9 test than students attending other high poverty schools with high mobility rates in the Central Phoenix area. (See Appendix E.) The higher test scores at area schools attended by very poor students, some of whom transfer to Pappas when they become homeless, would lead one to conclude that if homeless students were to continue their education at their school of origin, they would fare better academically than if they attended Pappas.

Third: The Stanford 9 scores of students at Pappas are much lower than those of homeless children who are served by integrated programs in mainstream schools. A comparison of the percentage of homeless students scoring at or above the indicated grade average on the Spring 2000 Stanford 9 Reading Test reveals that homeless students in integrated programs at Flagstaff Unified School District, Tucson Unified School District, and Colorado River Union High School District #2 scored significantly higher than students attending the Pappas School. (See Appendix F.) For example, 50% of the 5th grade homeless students at Flagstaff Unified School District scored at or above the indicated grade average, as did 22.4% of Tucson Unified School District's 5th grade homeless students. In contrast, only 7% of Pappas 5th graders met this mark.

Educational outcomes beyond test scores also demonstrate the success of homeless students in integrated programs. For example, the Youth on Their Own Program in Tucson helped 160 homeless students graduate last year. (See Appendix B.) Clearly, homeless students in integrated programs at mainstream schools far surpass the academic achievement of homeless students attending the Pappas School. Separate is not equal.

(d) Administration Turnover. An additional factor that may help explain the poor test scores of Pappas students is the high turnover of its administrators, in particular its principals. Since 1992, there have been at least 13 different principals. Lack of continuity in administration impacts the entire school environment and adds to the instability in homeless children's lives.

Conclusion. In spite of a wonderful physical plant, and amenities that are very much appreciated by students and community alike, the Pappas School suffers from problems generally associated with segregated schools. Most specifically, children who attend Pappas are not thriving educationally in a segregated environment. Their educational attainment is poor, lower than that of children – whether homeless or housed – in mainstream schools. And although homelessness is transitory, a less than sufficient educational foundation can have a permanent, and negative, effect on the intellectual development of any child, homeless or housed. As one ex-Pappas student told me, "I loved the Pappas school. All the volunteers, and the parties and trips. But I only began to learn when I went on to a regular school."

When the Thomas J. Pappas School was established, there were many services that the school was able to offer homeless children that other educational institutions did not. Today, there are many new or remodeled public schools that are offering amenities unheard of before. Several have human services offices on their campuses; others, like the Capitol School, have showers and clothing banks; still others have quiet areas which can be used by their students to nap, or simply to rest. Even without special funding, some area schools are taking extra steps to meet the needs of homeless children. One example is the Cartwright School District, where efforts are underway to identify homeless families and assist them to access educational and support services.

However, Pappas does offer important non-educational services. The Pappas School Foundation and other donors have made outstanding social services possible by providing more than $300,000 on an annual basis. But we must remember that Pappas is a school. And as a school, Pappas is compromising the education, and therefore the future, of our most vulnerable children.

There are excellent examples of formerly segregated homeless schools that have become resource centers for homeless children, including the example of Spokane, Washington, which we will hear about next. This is what I believe must occur in the case of the Pappas School. Suc an arrangement would allow Pappas to do what it does best – provide quality social services – while assisting homeless children to benefit from the educational opportunities, stability, and normalcy of mainstream schools. This has happened very successfully in other parts of the country where segregated schools have become resource centers for homeless children. They ar often open afternoons, evenings, and weekends, available to help children catch up academicall Resource centers also offer other services that may be needed -- health care, food, clothing, housing for their families -- whatever would be necessary to help them gain a foundation for a successful future. In Phoenix, such a resource center could help more of the 5,300 children that are estimated to be homeless on any night. The resource center could complement the mainstreaming of homeless children in regular schools where they would be offered the possibility to be treated as "normal," as one ex-Pappas student told me. And is not normalizatio of their lives one of the best services that we can provide for homeless children?

Segregated schools have always been a way of isolating those groups with whom our society does not wish to deal -- because of race, national origin, gender, disability, and now homelessness. It has been proven that no matter how difficult it may be initially for minority anc special education children to become integrated in mainstream schools, integrated schools offer higher quality and more relevant educational experience than segregated schools. This does not mean that homeless children do not need special assistance. Homeless students may need some form of specialized help with their schooling. This is exactly what the Stewart B. McKinney Education for Homeless Children and Youth program was set up to do.

Finally, I would like to say that although I have criticized the segregated status of the Thomas J. Pappas School, and how negatively this can affect the children it purports to educate, I must also add that part of the problem, I believe, has arisen from a lack of concern for the educational well-being of homeless children on the part of our general educational, advocacy, and service-providing community. It has been all too easy for us to see the Pappas School as the solution to the educational needs of homeless children, rather than realizing that what we need is a continuum of educational services for our children, replacing a overall approach which does not adequately meet their needs. And I would envision the Pappas program, with its experience in providing resources for homeless children, as an important element in that continuum. I am therefore suggesting that this community put together a task force, as called for by the Arizona Coalition to End Homelessness, that would include educators, homeless service providers, and homeless families and their children, who would work to put together a statewide program that will more effectively address the educational needs of homeless children and youth. (See Appendix H.) The Pappas School Foundation, the Downtown Neighborhood Learning Center, the Phoenix Consortium to End Homelessness, and others have indicated their willingness to assist in addressing the educational needs of homeless children in our community.

I cannot end without one last word from a homeless child I met. I met "Janie" while she was staying at a homeless shelter in Sunnyslope. When she had first become homeless, and after she had moved into the shelter, she continued to go to her neighborhood school. Her parents had an old car that they used to drive her there every day. When the car was no longer operable, "Janie" started going to the Pappas School, primarily because they had a bus that came up to the shelter to take her there. As "Janie" said to me: "When I went to my old school, even after we moved to the shelter, everybody treated me the same. I was the same person. The only problem was that I had to live in a shelter because we lost our apartment. But it's been different at the Pappas School. Everybody knows it's a homeless school. So when I tell people I go to Pappas – I never say it's for homeless kids – they know. And they begin to act real strange, like I'm dangerous or something. I wish I was back at my old school. Everybody likes me there."

I think that "Janie" has expressed better than I ever could why it is so important to keep homeless children in their school of origin, whenever possible. Children should not be relegated to segregated schools where they may be stigmatized by the outside community for being homeless, and where they receive an inferior education that may inflict lasting damage on their chances for success as adults. Homeless children need to have at least one point of stability, normalcy, and hope in their lives, as well as educational programs that allow them to reach their highest potential. This can only occur in mainstream schools.

We must be mindful of the message we are sending to all of our children, housed and homeless alike. Does poverty and a temporary lack of housing make children so unlike other children as to need a different kind of school – and to be separated from their peers?

We must state clearly that segregation is unacceptable whether it occurs in schools, in housing, or in any other areas of our lives.

Douglass, Anne. "Rethinking the Effects of Homelessness on Children: Resiliency and Competency," Child Welfare. Vol LXXV, #6, November-December 1996, pp. 741-751.

Sandham, Jessica. "Home Sweet School," Teacher Magazine, January 2000.

State Plan for the Education of Homeless Children and Youth, Arizona Department of Education, 1989.

State Plan for the Education of Homeless Children and Youth, Arizona Department of Education, 1991.

APPENDIX A

Highlights of Arizona's school enrollment laws

15-802.A: "Every child between the ages of six and sixteen years shall be provided instruction...."

15-821.A: "...all schools shall admit children between the ages of six and twenty-one years who reside in the school district and who meet the requirements for enrollment...."

> (Note: ARS 15-824.B says, "The residence of the person having legal custody of the pupil is considered to be the residence of the pupil...," with some specific exceptions. "Residence" is not defined in state law. ADE considers residency to be determined by physical presence.)

15-823.C: A school "...shall admit children who are residents of the United States but are nonresidents of this state without payment of tuition if evidence indicates that the child's physical, mental, moral, or emotional health is best served by placement with a grandparent, brother, sister, stepbrother, stepsister, aunt, or uncle who is a resident within the school district...."

15-823.E: A school "...may admit children who are residents of the United States without payment of tuition if evidence indicates that because the parents are homeless or the child is abandoned..., the child's physical, mental, moral, or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident of the school district...."

> (Note: "Abandoned" is defined in ARS 8-546 as: "...the failure of the parent to provide reasonable support and to maintain regular contact with the child, including the providing of normal supervision, when such failure is accompanied by an intention on the part of the parent to permit such condition to continue for an indefinite period in the future. Failure to maintain a normal parental relationship with the child without just cause for a period of six months shall constitute *prima facie* evidence of abandonment.")

15-824.C "The curr[illegible]esidence of a homeless pupil who does not reside with the person having legal custody of the pupil is considered to be the residence of the homeless pupil if the person having legal custody of the pupil is a resident of the United States. For the purpose of this subsection, "homeless pupil" means a pupil who has a primary residence that is:

1. A supervised publicly or privately operated shelter designed to provide temporary living accommodations;
2. An institution that provides a temporary residence for individuals intended to be institutionalized;
3. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

15-828.H: "The provisions of this section (requiring a birth certificate to be provided at the time of school enrollment) do not apply to homeless pupils as defined in ARS 15-824.C."

15-872.H: "The provisions of subsections B, D and E of this section (requiring proof of immunizations) do not apply to homeless pupils until the fifth calendar day after enrollment."

ADE Division of Academic Support, 542-5235 – 9/96

APPENDIX B (1)

Flagstaff Unified School District #1

3285 E. Sparrow Ave · Flagstaff, Arizona · 86004 · (520) 527-6000 · Fax (520) 527-6015

August 31, 2000

To Our Legislators:

Flagstaff Unified School District in northern Arizona has been the recipient of McKinney Homeless Assistance Act funds for the past seven years. These funds have made it possible for our District to provide supplemental services to a large number of homeless children and their families in our community. Services include, but are not limited to:

1) academic support in the form of reading tutoring and general homework assistance for all grade levels;
2) life skills activities and lessons;
3) clothing and toiletry items;
4) snacks, a hot evening meal and access to donated foodstuffs;
5) support and advocacy for parents with referral to community agencies for issues related to housing, food, health services, counseling, parenting skills, job preparation, etc.;
6) vouchers for transportation and laundry services; and,
7) extracurricular activities and fieldtrips to encourage family involvement.

Since its inception, the HomeStart program has been a fully integrated program. As a District, we are committed to making all children and families feel that they are a valued and integral part of the school and community–regardless of their living situation. As educators, we are keenly aware of the negative emotional and academic impact that "labeling" has on children. Therefore, the children and families are never referred to as "homeless," but simply as participants in HomeStart. Children in the HomeStart program are integrated into the regular classroom with their age peers and are provided access to all supplemental services and extracurricular activities. Were we to segregate the children to special classes or off-campus sites, they would lose the opportunity to interact with the broader spectrum of the school community that we feel is so important in the process of stabilizing families in transition. Being in a neighborhood school fosters the feeling of unity and acceptance within a school family. This type of stability empowers families by providing a foundation for them to restructure and rebuild their lives.

We follow our families closely, and ask for the input of parents, school counselors, classroom teachers and other service providers. Each has been extremely positive with regard to the services we provide and the positive impact on children and families. Please allow us to share a couple examples.

Governing Board: President — Floyd Patterson · Clerk — Julianne Hartzell · Members — Mike Czerniejewski, Judith Wilson, Florence Karlstro
Administration: Superintendent — Larry R. Bramblett · Assistant Superintendent for Curriculum and Instruction — Lee L. Hager, Ph.D.
Assistant Superintendent for Human Resources — Kevin J. Brown, Ed.D. · Executive Director for Finance and Support Services — Judy Lee
Director of Information Services — Gary D. Leatherman, APR

Maintaining School Stability
We were made aware of a family enrolled in one of our eastside schools who became suddenly homeless. They were living in a tent on forest service lands on the west side of town. The children wanted so desperately to attend their home school to be with their friends and teachers that they were walking more than two miles from the forest land and hitchhiking another six or more miles to their own school! Thanks to a school staff who carefully monitor their students, the situation came to light. The District felt it was important to provide these two children a modicum of stability in their lives, and therefore made arrangements for school buses to pick the children up on the west side and transfer them to an east side bus for timely arrival at their home school.

Dealing with Death
A family of four new to our area was living in a van on public lands. We made arrangements for them to attend the closest school, helped with vehicle difficulties, and provided access to food, showers and clothing. Once the family's most basic needs were settled, our staff began working with the father to find employment and more permanent housing. Shortly thereafter, the mother was diagnosed with cancer. We believe that the stability of their school situation and the support of school staff made it easier for the children to deal with the difficulties of a terminal illness and, eventually, the loss of their mother.

Parents Teaching and Learning
One of our higher-poverty sites provides an after-school program for homeless students, the only part of the day when students are apart from their classroom peers. Parent involvement is a major emphasis of the after-school component. Parents and siblings are encouraged to attend with the children to share in activities, fieldtrips and a hot evening meal. Parents are also asked to prepare and teach an activity or skill to the entire group. This program has had a tremendous impact on the self-esteem of children and parents alike. Many, many parents expressed their support of the program and indicated that the regular classroom experience for their children, combined with the supplemental services after-school, have made them feel comfortable and secure in the school setting. Consequently, many families who might otherwise "move on" two or three times during the school year, make a personal commitment to remain, thereby providing academic and emotional stability for their children. Even when it becomes necessary to move, families specifically target available housing within the school attendance area where they feel most comfortable and secure.

It is our sincere hope that funding for homeless services will continue to be made available to effective school-based programs throughout our state and nation. We can only break the cycle of poverty and homelessness by working together to best meet the needs of homeless children, youth and families.

Sincerely,

Sylvia A. Johnson

Sylvia A. Johnson, Associate for Basic Skills
Director, HomeStart Program
Flagstaff Unified School District

"Our success is measured by the academic performance of the youth we serve."

1995: 152 YOTO students graduated from high school
Two of our students were Valedictorians of their respective classes

1996: 162 YOTO students graduated from high school

1997: 154 YOTO students graduated from high school
24 YOTO students received recognition as The Arizona Daily Star "Senior Class Achievers."
Kathleen Christenson – YOTO student featured in The Arizona Daily Star series, "Breaking the Mold."

1998: 164 YOTO students graduated from high school
23 YTO students receive recognition as The Arizona Daily Star "Senior Class Achievers."

SCHOLARSHIP RECIPIENTS:

Chani Johnson: $40,000 Flinn Scholarship
Nic Guerrero: Oprah Winfrey's Angel Network $25,000 Scholarship and designated Arizona Boys' and Girls' Club "Arizona's Best Kid"
Sonya Plesniak: Tucson Community Foundation Scholarship and Project "YES" Scholarship
Teliah Jones: Featured in The Tucson Citizen series "Tucson's Forgotten Youth"
5 of 10 YOTO students were recipients of "Smith's Personal Best"

NOVEMBER 1998: John Scot: Received award of Student Advocate for Homeless Youth from the U.S. Department of Education's National Organization for Homeless Youth Outreach

OTHER SCHOLARSHIPS RECEIVED IN 1996, 1997, AND 1998:
TUSD Transportation Department Scholarship
University of Arizona Recognition Scholarship
Chancellor's Scholarship
Old Pueblo Rotary Club Scholarship
Marana Plus Scholarship
Pima Community College Scholarship
Tucson Community Foundation Scholarship
Soroptimist Scholarship
Walmart Scholarship
Amphi Foundation Scholarship

137 (84%) of the 164 YOTO 1998 graduates went on to attend colleges and universities

1999: 119 YOTO students graduated from high school
A YOTO student in Catalina High School was Class of 1999's Valedictorian

2000: 160 YOTO students graduated from high school
18 YOTO students received recognition as The Arizona Daily Star "Senior Class Achievers."

APPENDIX

Preliminary Data on Barriers to Homeless Children's Education in Phoenix

Basic Information:

The Arizona Department of Education recently conducted a survey of homeless service providers in the Phoenix area.

- 73 surveys returned; of those, 30 agencies provide referrals and educational assistance.
- The agencies surveyed serve 850 school-age children and 450 pre-school children each year.

I. Parental Wishes

- Sixty percent of the respondents reported that school placement often goes against the parental wishes. Twenty percent indicated that school placement never goes against parental wishes and 13% indicated they do not know.
- Fifty percent of the total responses to this question reported that they did not know whether parents were informed of the steps they could take if their school placement request was denied. Sixteen percent of the respondents said that parents were not informed of these steps, and 23% respondents said that parents were informed.
- The majority of respondents (70%) did not know if parents used the state's dispute procedure to resolve the issues of school placement. Six respondents said parents did not use the procedure, and one respondent said that parents did use the procedure.

II. Barriers to Continued Attendance at the School of Origin

- 23 out of 27 responses to this question (85%) indicated that transportation posed barriers.
- 14 out of 24 responses to this question (58%) indicated that residency requirements posed barriers.
- 9 out of 24 responses (38%) indicated that the school district requires children to transfer to a school in the shelter's attendance area.
- 10 respondents listed other barriers to continued attendance at the school of origin.

III. Barriers to Enrollment for Children Who Transfer to Schools in Attendance Area of Shelter

- 13 out of 25 responses to this question (52%) indicated that transportation is a barrier.
- 16 out of 25 responses to this question (64%) indicated that immunization requirements posed barriers.
- 10 out of 25 responses to this question (40%) indicated that residency requirements posed barriers.
- 21 out of 27 responses to this question (78%) indicated that obtaining birth certificates posed barriers.
- 14 out of 26 responses to this question (54%) indicated that the transfer of school records posed barriers.
- 10 out of 21 responses to this question (48%) indicated that guardianship requirements posed barriers.

APPENDIX D

❖ Academic Achievement Indicators ❖

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizon Academic Standards. In April 1999, the Class of 2001 (then sophomores, now juniors) took AIMS in reading, writing and mathematics. Students who did not attain "Meets the Standard" or "Exceeds the Standard" in a content area will have additiona opportunities to retake the test in their junior and senior years. Beginning with the Class of 2001, students' best performance on each content area will be recorded on their senior transcripts. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the standard in all three content areas of AIMS in order to be eligible for a high school diploma.

AIMS Results, 1998-1999

Content Area	Number of Students Tested		Student Performance: *Cohort Class of 2001 MS	FFB/A	M	E
Reading	School	NDS	NDS	NDS	NDS	NDS
	District	188	472	71 %	28 %	1 %
	State	46813	514	38 %	47 %	14 %
Writing	School	NDS	NDS	NDS	NDS	NDS
	District	190	421	97 %	3 %	0 %
	State	46590	472	70 %	29 %	1 %
Mathematics	School	NDS	NDS	NDS	NDS	NDS
	District	169	378	99 %	1 %	0 %
	State	44245	439	88 %	11 %	0 %

* Cohort Class of 2001 is those students who began 9th grade during the 1997-1998 school year

** Items of data containing information about fewer than five students have been replaced with (**) to protect student privacy

Legend

MS - The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas

FFB/A - Percent of students who Fell Far Below or Approached the standard

M - Percent of students who Met the standard

E - Percent of students who Exceeded the standard

1999-2000 School Content Area Alignment

In order for students to be successful, it is critical that school curriculum be aligned to the Arizona Academic Standards. This school's administration/leadership provided responses to the following four questions regarding curriculum, instruction, assessment and progress reporting. The school's responses follow the questions.

NOTE: The questions will be applied to social studies next year.

Question 1	Was your curriculum aligned to EACH of the Arizona Academic Standards in the following nine content areas by t beginning of your 1999-2000 school year?
Question 2	Will ALL your students be given opportunities to learn EACH of the standards in the following nine content areas i the classroom within the 1999-2000 school year?
Question 3	Will you regularly assess progress on EACH of the standards in the following nine content areas within the 1999-2000 school year?
Question 4	Will you regularly report progress on EACH of the standards in the following nine content areas to students and parents within the 1999-2000 school year?

Content Area		Question 1: Curriculum Alignment	Question 2: Opportunities to Learn	Question 3: Assessing Progress	Question 4: Reporting Progress
Reading	(7/8/96)	No	No	No	No
Writing	(8/7/96)	No	No	No	No
Mathematics	(8/26/96)	No	No	No	No
Science	(6/23/97)	No	No	No	No
The Arts	(4/28/97)	No	No	No	No
Comprehensive Health	(4/28/97)	No	No	No	No
Foreign Language	(4/28/97)	No	No	No	No
Technology	(3/24/97)	No	No	No	No
Workplace Skills	(3/24/97)	No	No	No	No

The date the standards were adopted by the State Board of Education is in parentheses

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APPENDIX F

Comparison of Homeless Student Achievement: Spring 2000 Stanford 9 Reading Test

	Maricopa County Regional School District (*Thomas J. Pappas School*)		Flagstaff Unified School District		Tucson Unified School District		Colorado River Union High School District #2	
Grade	Number of Homeless Students Served	Percentage of Homeless Students Scoring at or above the indicated grade average (Reading Only)	Number of Homeless Students Served	Percentage of Homeless Students Scoring at or above the indicated grade average (Reading Only)	Number of Homeless Students Served	Percentage of Homeless Students Scoring at or above the indicated grade average (Reading Only)	Number of Homeless Students Served	Percentage of Homeless Students Scoring at or above the indicated grade average (Reading Only)
02	93	2%	63	35%	N/A	15.8%		
03	100	1%	66	12%		8%		
04	93	12%	75	20%		5.1%		
05	72	7%	53	50%		22.4%		
06	58	15%	63	56%	Total 3-6 = 964	20%		
07	40	8%	32	21%		15.4%		
08	16	14%	29	41%		18.9%		
09	36	16%	15	0%		35.3%	35	40%
10	17	9%	8	0%	Total 7-10 = 591	25%	21	60%
11			6	34%		25%	20	86%

NOTE: The Thomas J. Pappas High School serves both homeless and non-homeless students
Source: Arizona Department of Education

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Comparison of Student Achievement: High Poverty Schools
1999 Stanford Achievement Test Results

	Arizona Statewide			TJ Pappas Maricopa County Regional SD			Wilson ES Wilson SD			Crockett ES Balsz SD			Kenilworth ES Phoenix ESD			
Grade	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Grade
02	50	51	40	10	8	8				25	26	15	21	27	22	02
03	47	49	51	11	9	14				24	28	32	35	39	37	03
04	54	54	49	36	22	30	38	39	45	21	26	21	43	33	40	04
05	51	54	44	17	12	10	28	31	41	19	21	13	27	23	26	05
06	54	59	44	17	12	9	34	34	52	28	36	22	44	40	38	06
07	53	55	54	12	13	8	36	43	55	35	42	41				07
08	54	54	49	11	10	4	46	43	42	28	30	19				08
09	43	57	39	9	24	8										09

2000 Stanford Achievement Test Results

	Arizona Statewide			TJ Pappas Maricopa County Regional SD			Wilson ES Wilson SD			Crockett ES Balsz SD			Kenilworth ES Phoenix ESD			
Grade	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Reading	Math	Language	Grade
02	52	55	43	12	13	9				38	38	19	26	35	23	02
03	48	52	54	9	10	15				33	60	44	30	31	28	03
04	54	55	48	20	23	24	46	70	55	32	41	33	43	33	42	04
05	51	55	48	16	12	14	28	43	32	20	30	20	30	27	23	05
06	53	60	44	19	20	13	29	44	24	25	36	21	39	36	34	06
07	52	56	34	15	17	12	33	46	45	31	33	28				07
08	53	56	49	23	19	15	43	50	43	35	42	33				08
09	43	59	40	17	23	12										09

Source: Arizona Department of Education

APPENDIX G

Arizona Coalition to
END HOMELESSNESS

1735 NW Grand Avenue
Phoenix, Arizona 85007

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Margaret Keener
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Services

Walter Lillard
Homeless Advocate

August 28, 2000

The Honorable Matt Salmon
U.S. House of Representatives
Washington, DC 20515

Dear Representative Salmon:

The Arizona Coalition to End Homelessness is a statewide network of homeless service providers and advocates committed to ending homelessness through public education, public policy advocacy, and grassroots organizing. We represent service providers and advocates throughout the state of Arizona.

We have recently learned of your interest in the education of homeless children and youth, and therefore wish to inform you of our position on the issue.

Because ACEH believes that every homeless child has the right to receive a quality education, we support the following:

- The Arizona Public School System must become fully responsive to the unique needs of homeless children.
- The Pappas School provides unique and valuable support services to homeless children. However, these services can and should be provided to homeless children in mainstream school settings, along with supplemental educational services.
- It is incumbent upon the Arizona Department of Education to implement a task force consisting of consumers, advocates and professionals to 1) research and recommend integration strategies specifically tailored to the complex needs of homeless children; 2) help implement a transition plan to fully integrate homeless children and youth into the mainstream school environment; and 3) assist the Pappas School in serving as a resource center that moves homeless children into a mainstream educational environment.
- The best use of Stewart B. McKinney Homeless Assistance Act funds is 1) to support integrated homeless education programs which remove barriers to education for homeless children such as a lack of transportation, residency requirements, immunization requirements,

Arizona Coalition to
END HOMELESSNESS

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and delays in transfers of school records; and 2, to provide education support services to meet the needs of homeless children, such as program coordinators, enrollment assistance, tutoring, and special training for educators.

ACEH stands ready to serve as a member of a homeless education task force, and we are prepared to lend our expertise to transition efforts.

We ask for your support in this endeavor, and we welcome the opportunity to meet with you to discuss the matter in greater detail.

I may be reached by phone at (602) 340-9393, or by e-mail at azceh@uswest.net.

Sincerely,

Riann Balch

Riann Balch
Executive Director

APPENDIX K – ARTICLES MENTIONED BY THE HONORABLE MATT SALMON CONCERNING BILL GATES AND COLIN POWELL

Ver. 2, 6/08
FOR IMMEDIATE RELEASE

FOR MORE INFO CONTACT:
Debra Holland
First Place
206-323-6715

FIRST PLACE KICKS OFF NEW DRIVE TO HELP SEATTLE'S HOMELESS CHILDREN WITH GRANT FROM THE BILL & MELINDA GATES FOUNDATION

$1 Million Grant Begins Campaign to Build Larger First Place

SEATTLE (June 13, 2000) – A grant of $1 million from the Bill & Melinda Gates Foundation was announced today as the kick-off donation for a $5.5 million capital campaign to build a new and enlarged First Place, a model school and non-profit program serving Seattle's homeless children and their families.

The Foundation grant also matches the combined initial pledges of board and advisory board members, and agency staff. When completed, the new building will allow First Place to triple the number of children it serves.

"Ironically, when the local economy is running at historic levels, the problems of homelessness are also on the rise," says Doreen Cato, Executive Director of First Place. "Last year we had to turn away some 80 homeless kids, and we applaud the Bill & Melinda Gates Foundation for helping us meet the needs of all of our community's homeless young people."

"The Foundation has been involved for some time helping First Place kids conquer the digital divide, by offering computer equipment, support, training and supplies," said Richard Akeroyd, the Foundation's Director of Libraries and Public Access to Information. "We're pleased to be a part of assuring that the work of First Place expands to reach all those who need it."

Mr. Norman B. Rice, former Seattle mayor and currently CEO of Federal Home Loan Bank, and his wife, Dr. Constance Rice, President of CWR, Inc., have been named honorary co-chairs of the capital campaign. The drive will run for the next 18 months,

--more--

and upon completion in 2002, the new facility will serve a target of 150 students daily, while adding grades seven and eight to the present kindergarten-through-sixth grade program

"Going to school can be a trying experience for many kids, but it's especially so when your classmates tease you or ignore you just because you don't have a permanent home," said Mr Rice "With all of the magnificent new commercial and civic structures planned or already completed in our city, Constance and I are just thrilled to be a part of helping build this one little one that can do so much."

Founded in 1989, First Place is a private, non-profit school and social service agency devoted to helping children and families who are homeless, or in transition It provides quality education in a safe, therapeutic Kindergarten-through-sixth grade setting, including counseling, supplies, clothing, transportation, meals, and a customized curriculum for each child Last year, the average length of stay for students was 14 weeks

In addition, the students' families are offered case management and counseling in employment, housing and heath care, as well as a wide range of related services to bring stability into their lives. The work of First Place is semi-confidential, due to the threat of domestic violence in some families

# # # # #

The Bill & Melinda Gates Foundation is dedicated to improving people's lives by sharing advances in health and learning with the global community Led by Bill Gates' father, William H. Gates, Sr., and Patty Stonesifer, the Seattle-based Foundation has an asset base of $21.8 billion. Preventing deadly diseases among poor children by expanding access to vaccines, and developing vaccines against malaria, HIV/AIDS, and tuberculosis, are central priorities Other major efforts include extending unprecedented opportunities for learning by bringing computers with Internet access to every eligible library in the U.S and Canada, and providing scholarships to academically talented minority students in the U.S with severe financial need through the Gates Millennium Scholars Program (www.gmsp.org) For complete information and grant guidelines, visit www.gatesfoundation.org

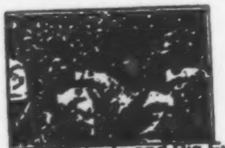
Students find Powell's words meaningful

Natasha Crespo
news@[illegible]ou.edu

Attended w/PT

Elizabeth Starr finally had an opportunity to meet the man who helped to change her life.

Starr, an Oklahoman City high school student, is a beneficiary of America's Promise — The Alliance for Youth. She had the opportunity to meet with Gen. Colin Powell, the chairman of America's Promise, for the first time during Tuesday's rally for The Big Event.



OU students and Big Event Volunteers applaud Powell's speech as confetti rains down upon the crowd. Photo by Paul Dryden/The Daily

"I feel pretty good to know who he is," Starr said. "(America's Promise) has really helped me and my family."

Powell observes the OU Chant with the traditional raising of the finger following his speech. Photo by Paul Dryden/The Daily

Powell addressed students and faculty Tuesday as a precursor to The Big Event, which will take place Saturday on the South Oval.

"To me, this day makes me extremely proud to be the president of the University of Oklahoma," OU President David Boren said. "I'm proud because our students made all of this happen."

Powell said he was delighted to speak at OU because The Big Event is so closely aligned to the goals of America's Promise.

"It's great to be here, especially at the kick-off of The Big Event," Powell said.

Powell spoke about his childhood in Harlem, his military days and his work with America's Promise.

"I like the way he was able to pull from everything he's done," said

Chris Kannady, UOSA vice president and president elect.

"He's a very accomplished man but he wants to give back to the community," Kannady said.

UOSA President Rakesh Patel said he enjoyed the speech and felt it was pertinent to all audience members.

"He has a great message, and I hope the younger people in our audience listened," Patel said. "Every word he said was meaningful."

History sophomore David Cain volunteered at the Boys Club, which Powell was involved in on a national level. He said he enjoyed Powell's speech.

"A lot of the kids come from underprivileged backgrounds," Cain said. "Any celebrity they can find to help out is all the better."

Marline Anyaibe, zoology and psychology senior, agreed.

"I thought his speech was funny," Anyaibe said. "I've always admired this guy. He's not just all talk."

Theater freshman Amy Pedigo is on a planning committee for The Big Event and said she felt the speech set a powerful example for OU students.

"More people should follow his lead," Pedigo said.

More than 1,800 volunteers will participate in The Big Event. Jamie Mozola, chairwoman for the event, said that she couldn't think of anyone better to speak on the topic of volunteering.

"The Big Event is an embodiment of this spirit."

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APPENDIX L – LETTERS OF SUPPORT – THOMAS J. PAPPAS SCHOOL

The Honorable

ED PASTOR

Second Congressional District, Arizona

Statement to the Education and Workforce

Subcommittee on Early Childhood, Youth and Families

September 5, 2000

THE THOMAS J. PAPPAS SCHOOL

Mr. Chairman, I first want to welcome all the Members of the Subcommittee to Arizona. I know you will enjoy your stay here, however brief it may be, and I am glad that you are having the opportunity to see one of the greatest cities in America and also learn of our school system.

I must also say that I appreciate you holding this hearing concerning the Thomas J. Pappas School. It is doing some great things for a special population of children in Phoenix, and I am glad that you have the chance to see it.

Since early in the year, I have been working closely with the Department of Education, at the highest levels, to make sure that the good work being done at Pappas is recognized. I must tell the Subcommittee that I know personally that the Department is engaged in serious efforts and research to find ways to maintain the viability of this school. I am certain, that if all of us continue to work together, we can do the right thing for these children.

Some of you may know, prior to my tenure in Congress, I was a high school chemistry teacher and then I served as a County Supervisor for Maricopa County. During my service as a Supervisor, I worked diligently as an advocate for the homeless. Every day, I witnessed the problems and challenges they faced. I became a strong supporter of the many programs we developed to help them move from homelessness to a stable and productive environment.

One of the most heartbreaking aspects of homelessness is the situation of the children. Those of us who are not homeless enjoy the feeling of tucking our children or grandchildren into bed and knowing that they are safe and secure. But the soul of parents with homeless children must tear every night when they see their children go to sleep in a car or under a bridge, or wherever else they might find shelter. And when the morning comes, they are faced with the problems of finding the right school in the right neighborhood and wonder what hurdles they might encounter when they walk their child through the front door.

While I was a Supervisor, we found that there were many problems associated with enrolling homeless children in school. The most common problem, of course, was lack of documentation, such as birth certificates, previous school accomplishments, and immunization records. But we also found that there were many homeless children with special needs -- academically, physically, and socially. We found that mainstream schools had extreme difficulties in addressing and meeting many of these needs. There were barriers that existed within a normal school setting that could not alleviate some of the problems these children had to deal with on their first day of school. Accordingly, with the best interest of the child in mind, we had to make some type of special arrangements for helping these children. Only after the specific needs and circumstances of these special children were addressed was it even feasible to consider placing them in a standard educational environment.

Mr. Chairman, for my entire political life, I have fought against what I perceived to be injustices for the downtrodden. I have fought against racial and ethnic injustice. I have fought against those policies which have created divisiveness in our society and culture. I can assure you that I cannot, and that I will not, ever support a program that I believe promotes injustice and division in our nation.

I am fully aware of the controversy surrounding schools set aside for homeless children. I am also aware of the problems associated with establishing such schools. However, I am not here today to debate the bigger picture of the issue. I am not here to talk about the wisdom or problems associated with "homeless" schools. I am here to talk about the Thomas J. Pappas School and what it has done to help some special children of Phoenix make the transition info mainstream schools.

To my knowledge, the Pappas School meets all the criteria for certification. In this sense, it is no different than any other school in Arizona. Superintendent Dowling has made sure that the teachers are certified, and that all local, State, and Federal regulations, including curriculum and nutritional standards, are being adhered to – not only in spirit, but in practice.

But the Pappas school does so much more. Each child is provided health care. Some have never been to a doctor's office, but at Pappas the health of the child is a paramount concern. The staff and teachers know these children are in a living situation that can promote poor health, so Pappas deals with this on a personal, child-by-child basis. Pappas believes that each child's health is critical if that child is going to succeed. This, of course, includes any immunizations that are required.

Pappas ensures that each child has a way to get to school and a way to get back to wherever he is staying. And, as these living stations change, sometimes daily, Pappas has someone who specifically is responsible for making sure that the bus drivers know where the child will be the next morning and will go and get them – wherever they are. In short, each child will come back to school the next day, and each child will have the opportunity to learn.

Pappas ensures that each child is properly fed and clothed, with no stigma attached from a mainstream school population who, on there own accord, sometimes segregate and belittle those children who participate in the school lunch program or do not dress as well as themselves. While these are unfortunate life lessons for those children in mainstream schools, this is an extremely harsh lesson to add to a young child who also has no home.

To conclude, Mr. Chairman, Pappas is not the complete answer to this problem. But, I firmly believe that this is a place where less fortunate children, through no fault of their own, can get a boost before they are sent into a mainstream school.

Yet, some find there niche here. I am not going to judge if that is good or bad. But, you will hear story upon story of individuals who are tremendously successful here at Pappas, yet when they are sent into the mainstream schools, they flounder, they cannot compete, they loose any self-esteem they ever had, and they eventually drop out – they end their education.

To me it would be tragic to loose such a child. Had I rather these children be in the regular schools? The answer is yes. Do I believe they can be as successful there as they are at Pappas? Some of them can, but many of them can't.

I fully realize and appreciate the objective of removing the homeless from the shelters and streets and getting them into permanent and stable situations, including stable and permanent educational arrangements for the children. I have supported this goal all my life. But we all know the homeless child is special and, through no fault of his own, faces specific problems and challenges that the overwhelming majority of children never even imagine. I support the general objective of moving these children into the mainstream schools, but we need an interim step to get them ready to attend the regular schools. Pappas has been this transitory step. It has helped to ensure that documentation is completed, that immunizations are given, that the child is healthy, both physically and mentally, that any remedial academic needs are met, and that children learn the importance of attending school every day.

Mr. Chairman, as this Committee works with the Department of Education to develop the national strategy and as we explore and find the best methods for moving our homeless children from the streets to the schools, I ask that you recognize schools like Pappas that are an important step along the way in helping children to transition from the streets to the mainstream school. Pappas has played a significant and fundamental role in helping the homeless children of this community make the transition from the hopelessness of the streets to the opportunities of education.

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Shelia Ramirez, Learn & Serve Coordinator

To: United States House of Representatives
Education and the Workforce Committee
From: Susan R. Graves, Director
Positive Tomorrows Transitional Center
Oklahoma City, OK
Date: July 29, 2000
Re: Testimony for Field Hearing
Phoenix, AZ
9-5-00

The Honorable Matt Salmon, members of the Education and Workforce Committee:

My name is Susan Graves, and I have served as Director of Positive Tomorrows Transitional Center in Oklahoma City since 1993. Thank you for the opportunity to participate in your Field Hearing at the Pappas School in Phoenix, Arizona, and support schools serving homeless children and youth. Throughout our nation, communities have established innovative programs tailored to meet the academic and social service needs of these special at-risk students, many of which began through funding under the Stewart B. McKinney Homeless Assistance Act of 1987. Sadly, several of these schools are now denied McKinney Grant Assistance and others are receiving unwarranted attacks due to the "separateness" of their service delivery.

I would like to give you a closer look at one "transitional" center that was created as a public-private collaborative and ten years later continues to thrive as a model educational program in meeting the unique and complex needs of Oklahoma City's homeless children and their families. Positive Tomorrows and its partner agencies believe in:

- equal access to quality education for all children
- school placement that is in the child's best interest

and we affirm that students should not be denied access solely due to their homelessness.

For the homeless children and youth in Oklahoma City, their equal access *begins* with Positive Tomorrows. As a unique "transitional" site - and one of the first national education demonstration projects - Positive Tomorrows provides classroom instruction (and far more) within 24 hours of the child's arrival at any area she

[illegible]

AND the minute a child enrolls, the professional staff team begins planning for his/her exit—as quickly as possible into permanent school placement.

Making this unique public-private collaboration possible—and successful—are six major partners: Joining Oklahoma City Public Schools and the Oklahoma State Department of Education are the United Way of Metro OKC and its member agencies Camp Fire Boys & Girls and Neighborhood Services Organization (NSO); and the Junior League of Oklahoma City. All participate in funding, program development, and evaluation in this innovative project meeting the vast needs of a student population in crisis—whether transient, victims of domestic violence, physically and/or sexually abused. Positive Tomorrows, its Board and staff team are committed to the welfare of all children and seek the best solutions to problems today's children face. For OKC's homeless students, these problems are numerous, complex and require immediate access to trained professionals, not necessarily immediate access to the "mainstream". Students in grades pre-kindergarten through twelfth receive a wide range of academic, emotional, and family support services as we help their families stabilize, access medical, residential, and occupational resources and assist in their smooth transition as they reestablish independent living, providing follow-up services for a minimum of three months to monitor the family's progress and insure continued school attendance of the children.

Working within a structure and framework compatible and consistent with Oklahoma City Public Schools curriculum, Positive Tomorrows is charged with meeting the unique needs of a student population in crisis. The instructional staff quickly assess each child's educational needs and develop individual learning plans for each. They employ varying teaching styles to correspond with the diversity of learning styles of students, and teaching begins at the student's ability level. The social service team is challenged by the magnitude and variety of social service needs of children and families, and works to identify and remove barriers that prohibit or impede their enrollment and attendance in school.

While at Positive Tomorrows, children have immediate access to a trained counselor all day every day and to the vital group and individual counseling she provides. They benefit from expedited psychological evaluation, as well as mentoring relationships and a valuable community service component called "Turning the Tables" which allows our students the opportunity to learn about and address community problems through participation in volunteer experiences.

Homeless children and youth in OKC are not "denied access solely due to their homelessness", nor are they "segregated because of this condition", rather they have the right to choose to attend in a safe, secure environment with small class sizes while accessing specialized services to address the complex and variety of emergency needs related to their homelessness. They are indeed entitled to equal access, not the same identical education, because in most cases, their needs are greater.

In domestic violence cases (nearly 30% of students served at Positive Tomorrows), the "school of origin" choice cannot assure the child's safety while a confidential "transitional" site can and can provide therapeutic experiences during this crisis.

Several positions taken by The National Law *Center* on Homelessness and Poverty in their *Separate and Unequal* Executive Summary were inaccurate representations of the Positive Tomorrows program. In responding to these, I noted that:

- enrollment at Positive Tomorrows is NOT mandatory and best interest placement determination IS made with parent - initial full family assessment is conducted by social service professionals who discuss with parent and child(ren) academic, physical, & emotional needs, residential, occupational, and educational history, along with their long and short term goals. They explore available resources and make decisions based on the needs of the child(ren) and family.
- children DO receive free, appropriate public education while enrolled at Positive Tomorrows
- curriculum and resources are NOT vastly inferior to regular public schools - same texts are utilized; age appropriate materials are also supplemented with the same (and additional) interactive computer programs available at other public school sites; in many cases the educational resources provided at Positive Tomorrows exceed those at other sites.
- students DO follow the same curriculum as regular public schools AND receive instruction in accordance with Oklahoma State Department PASS objectives.
- Positive Tomorrows IS staffed by certified teachers, several with advanced degrees and all actively pursuing additional professional development opportunities.
- Positive Tomorrows IS located in a site designed to be an educational setting, was renovated by community funds, maintained by private dollars, and is leased for only $1 a year.

"Creating a Community of Learning for Homeless Children" (*Educational Leadership* 10/97) cites numerous studies and advocates for more "communities of learning" (much like Positive Tomorrows) to provide ...."a safe haven where they receive the education and emotional support....a safe place, stability, and direct services....with the ultimate goal [of] seamless integration of children's education, adult education, and support services, making full use of school and shelter resources to establish effective communities of learning". Positive Tomorrows' founders clearly established this specialized "community of learning", not a segregated *separate and unequal* facility.

Ten years after its beginnings as a national demonstration project, Positive Tomorrows is continuing to effect positive change in the Oklahoma City community. Both the program and its staff have been recognized nationally, and locally, for excellence in education, nonprofit management, and social service programming.

We have worked towards the best interest *permanent* placement determination for each homeless student served at Positive Tomorrows during these ten years, and have now provided education and support services to over 3000 school-aged children, "helping homeless kids get in and stay in school". Direct service to family members and referral services to other youth not enrolled on site extends those assisted to over 7,000.

I invite you to examine documents submitted to *Congressman Matt Salmon's office* and the *Maricopa County Superintendent's* office which provide a more in-depth analysis of the Positive Tomorrows program, our services, policies, structure, & governance. Please read both the letters of recommendation from our community and the letters or appreciation from students and parents. Positive Tomorrows, like many vital programs throughout the nation, is truly making a difference in the lives of homeless children and youth and their families. These programs *must* continue if we ever hope to eliminate homelessness. Sandy McBrayer, the 1994 Teacher of the Year and an advocate for homeless education, stated it well for all of us when she said, "Education is the only way to change the course of a life".

Jim Barnard, consultant at Metropolitan Ministries Academy

Testimony for hearing on education for homeless children
August 31, 2000

The Academy at Metropolitan Ministries: A school for children residing at a shelter for homeless families

Metropolitan Ministries Academy, a nondenominational charter school for children residing at a homeless shelter for families, is entering its third year of operation under the aegis of the Hillsborough county public school district. The school, believed to be the first charter school for homeless children in the nation, was created in response to the enormous barriers confronting children without permanent residences as they attempted to obtain an adequate education. These barriers are well publicized and include the very nature of homelessness itself, chronic transiency involving multiple moves from place to place requiring changes in school placement. As a consequence of the frequency of moves invariably leading to poor school attendance, homeless children fall behind both academically and socially, which in turn leads to increased stress. A vicious cycle develops as this stress in school increases the academic and social problems which had heightened the stress in the first place.

Metropolitan Ministries provides homeless families a respite from the effects of grinding poverty, a time when they can put together some of the pieces of their shattered lives, a time to have the calm to make plans for the future. This respite provides the parents of these families opportunities to look for more permanent residences and to identify possible vocational opportunities. It also may be a time to begin acquiring additional vocational skills which will lead to improved job possibilities. The opportunities for the children of these families that come to find temporary residence at Metropolitan Ministries are equally as facilitative.

The Academy has served over 500 children ranging from kindergarten though fifth grade during its first two years of operation. The children and their families displayed the following characteristics: they were all homeless, they were in deep poverty, over two-thirds of the families were headed by a single parent, the children were between one and two years behind in their academic skills depending on their expected grade level, almost one in four were seriously in need of special help with many eligible for formal special education services, and all showed the emotional and psychological effects of their extreme vulnerability.

The Academy brings together the components of charter schools, full-service schools, special education services, and transitional services to create a unique opportunity for children with exceedingly diverse and challenging special needs. The creation of the Academy in partnership with the Hillsborough public school district has led to the addressing of the basic objectives for the education of children who are homeless identified by federal and state mandates which include:

1) the Academy provides comprehensive educational programs for children including language arts, math, science, art and music, and physical

wellness.

2) The Academy addresses directly the barriers that have prevented homeless students from receiving the same educational services as other students who are not homeless, barriers such as transience of families, proof of residency, immunizations, basic information concerning rights of families.

3) The Academy is able to document in detail the education status of each student which leads of the development of an educational plan for every student. This plan not only guides the educational experience of students while at the Academy, but also proceeds with students to their next school placement.

4) The determination of special education needs is no longer delayed because of the family's transiency but can be facilitated within the Academy's setting.

5) The Academy can focus upon the social and psychological factors that are known to be prerequisite to learning, including safety, stability, and nurturance.

6) The work at the Academy is integrated with the work with the families occurring within the wider context of Metropolitan Ministries.

The debate among educators and others with fundamental interests in the well being of children between the inclusion of mainstreaming and the isolation of separate settings for children is well understood. The frustration of not fully meeting the diverse educational needs of students who are homeless on the one hand, while reacting to the fear of a return of the specter of a segregated school system on the other hand requires profound thought. The plan of the present school attempts to embody the most valid aspects of both sides. Recognizing the need to be involved in the lives of homeless children and their families in a sympathetic and effective manner the Academy provides an initial self-contained educational setting that has the advantage of creating a safe and stable environment while providing the resources to identify and begin to address all the needs of the students and their families. However, the goal of the program is always to create the conditions which will enhance the probability for success of each student upon their return to public school enrollment.

The transition program is a crucial part of the overall education plan of the Academy. The program provides important follow-up for families that leave the shelter at Metropolitan Ministries after their children have attended school at the Academy. The program is made up of four components. First, the educational information gathered while the student was in attendance at the Academy is gathered and presented to the family members as part of the debriefing before they leave the shelter. Second, the material is sent forward with the family as they leave the shelter and enroll their children in other schools. Third, direct contacts are made with the new schools and conferences held with the relevant school personnel. Fourth, contact is maintained with the family and assistance offered in problem solving new challenges that may develop concerning the educational needs of the children.

Funding for the Academy programs has come from a number of sources, including one-half from the local school district based upon student enrollment, one-fourth from the parent organization Metropolitan

Ministries, and one-fourth from state grants for charter schools, including the McKinney funds awarded to the local school district. The latter funds have been an important source of resources for the Academy, primarily in the form of a half-time social worker and part-time academic tutor. The social worker has played a crucial role in assisting families in their transition from the shelter to new locations in the community.

The success of the program over its two-year history has been well documented through students' educational progress while at the Academy and through discussions with parents concerning the educational future of their children.

August 29, 2000

House Education & Workforce Committee
Honorable William Goodling, Chair
115 Cannon House Office Building
Washington D.C., 20515

RE: McKINNEY ACT REAUTHORIZATION

Dear Honorable William Goodling and Committee Members:

We are writing an official letter of concern and asking for the committee's reconsideration of the strict mainstreaming enforcement of the Stewart P. McKinney Act. One of the goals of the Eugene P. Tone Transitional Center is to offer a variety of enrollment options to help meet the needs of individual children and families during their difficult period of homelessness. The Tone Center has been continually building and developing a comprehensive program over the past thirteen years. Our mission statement is:

- **The Tone Transitional Center provides a safe and supportive program for homeless children & families--making a conscious decision to put the needs of children first.**

- **As a part of the Tacoma Public Schools, and in partnership with the community, the Tone Transitional Center helps meet the academic social/emotional, health, and physical needs of children & families in transition.**

- **The Tone Transitional Center has a team of caring professionals and volunteers who serve children & families with compassion and respect.**

Families in transition within Tacoma Public Schools are given options for enrollment and they are the final decision makers as to which program is in the best interest of their children. The Tone Center is one of the options for enrollment within the Tacoma Public Schools. Families also have the option of enrolling at their neighborhood school or when feasible, remaining in their school of origin. During the 1999-2000 school year 196 students were enrolled in their neighborhood schools or school of origin and 238 students were enrolled with the Tone Transitional Center.

Prior to the development of the Tone Transitional Center, many homeless families did not enroll their children in school. They often sited fear of stigmatization, anticipated short-term enrollment, limited support and resources, and the added stress of moving into an unfamiliar, larger school setting. Families who choose Tone Center make this decision based on a number of factors such as recommendation by other families, individualized attention for students, and our small, safe, confidential and supportive environment. They also value the immediate support services given to students and parents which exceed what is generally provided within the neighborhood school. However, families who choose not to enroll at the Tone Center receive support services from the Tone staff. These support services are enrollment assistance, transportation assistance, clothing, school supplies, medical needs, mental health referrals, and transitional follow-through services.

Historically, Tone Transitional Center has believed that a holistic approach to supporting a family is necessary for children in transition to succeed. How can children learn effectively when their parents have lost control of the economic, social, emotional, and physical aspects of their existence? In America today children in transition are an extremely high-risk population. Homeless students lose their confidence, self-esteem, and dignity as their family moves through this period of chaos.

In the Tone classrooms, students are given appropriate assessments to determine their present academic abilities. Once assessed, an individualized program is designed commensurate with a student's present level on Tacoma's academic continuum. Special education students are identified and IEP's are accepted and/or developed. Our special education students receive services within the inclusive classroom setting. Science, health, physical education, music, art, and counseling are integrated into the weekly curriculum. After-school academic support is available at the shelters to all homeless students by a certificated Title I teacher. Portfolios are developed to show the child's progress in mastering the EALRS (Essential Academic Learning Requirements). Three certificated teachers, two para educators, support staff, and a large number of volunteers assist each child in the Tone classrooms.

It is very difficult for any of us to imagine what it would be like to be homeless. We do know that this is a very stressful and traumatic experience for students and families. A small, nurturing, comprehensive program such as the Tone Center assists individuals to cope during this time of transition. The average length of stay at the Tone Center is twenty-six days. We know that within this brief time period, it is very difficult for children to be integrated into a larger school and classroom. The comprehensive local schools cannot realistically provide the same level of comprehensive support services and individualized assistance that these students and families require. Tone offers this assistance.

The entire Tone staff with the support of Tacoma Public Schools and the community is dedicated to serving homeless families throughout Pierce County. As you consider the strict mainstreaming enforcement of the Stewart McKinney Act, please review the enclosed documents to gain a better view of the comprehensive nature of the Tone Transitional Center and the benefits Tone provides to homeless students and families.

If you need further information, please contact Tamara Williams, R.N/Tone Dept. Head at 253-571-1875.

Sincerely,
The Tone Transitional Center Staff

Tamara Williams, BSN RN
Department. Head

Mel Durand, MSW,
Social Worker/Community Organizer

Mary McGlone,M.Ed., CMHC
School Counselor

Peggy Gardiner,
Certificated Teacher, K-3

David Fallstrom,
Certificated Teacher, 3-8

Annette Erbes,
Title I Certificated Teacher

Patricia Kerr, Paraeducator

Kay Mullen, Paraeducator

Morningside Howard, Paraeducator

cc:
Honorable Matt Salmon
Honorable Jim McDermott
Honorable Jay Inslee
Honorable Adam Smith
Honorable Norm Dicks
Honorable Jennifer Dunn
Honorable Brian Baird
Honorable George Nethercutt
Honorable Jack Metcalf
Honorable Doc Hastings
Senator Patty Murray
Senator Slade Gorton
Sandra E. Dowling, Ed.D
Doreen Cato, First Place Executive Director
Joan James, TPS Alternative Program Director
Peggie A. Russell, TPS Tone Coordinator
Kathy Orlando, TPS School Board President
Dr. Alex P.Apostle, TPS Assist. Superintendent
Dr. James F. Shoemake, TPS Superintendent

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1010 WAUGH DRIVE
HOUSTON TX
77019-3902
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August 28, 2000

Good Morning, members of the Education and Workforce Committee. My name is Karen A. Curlee and I would like to present written testimony to support the Stewart Mckinney Act. I am the Vice President of Residential Services at the Houston Area Women's Center (HAWC) The Houston Area Women's Center provides shelter, counseling and support services to survivors of domestic violence and sexual assault.

The Houston Area Women's Center (HAWC) has been partnering with HISD Communities In Schools to provide on-site schooling to our shelter child clients since 1996 We believe on-site school works best for our child clients for the following reasons

Less transition – shelter child clients tend to isolate, become ostracized, and do not participate with other children in mainstream school They usually withdraw from a school before they have time to establish supportive peer relationships On-site school keeps the children together with familiar peers thereby providing a smoother, less anxiety producing transition for the child.

Stigma – on-site school saves children from the embarrassment of being labeled a "shelter kid." Children don't want to be labeled homeless Children feel a sense of shame because they feel different than other children in main stream school

Curriculum flexibility - mainstream children are placed in classes based on their grade level rather than their academic level On-site school allows the teacher to meet the child at her/his academic level regardless of age. We know one of the effects of family violence on children is that they are often far behind their peers academically, due to the stress, chaos, and frequent relocations in their lives. Additionally, on-site school offers child clients more individualized instruction Homework/school projects were an issue in mainstream school for our child clients due to their home environment and constant moving. With on-site school the educational provider understands the child's situation.

Textbooks – in families experiencing family violence textbooks are often left behind due to frequent unexpected moves This hinders the child from getting their records when they are enrolling in a new school The Houston Independent School District (HISD) refuses to release records if there are unsettled textbooks On-site school allows the child to be in school while resolving the textbook issue.

Safety of children in family violence situation - If a father/abuser calls HISD, they are required by law to tell them where their child is enrolled. This puts the child at risk Prior to on-site school we received many emergency phone calls from schools asking us to come and pick up the child because the father/abuser was on their way to the school. We have experienced a child being snatched from the hands of staff by a father/abuser in the schoolyard. This is extremely frightening and stressful for the child, mother, and staff. Fathers/abusers use schools as a way of tracking their partners With on-site school, the location is not revealed, and we have additional security in place for the families' protection.

Another effect of family violence on children is separation anxiety. When a child has to leave mom to go to a new school a child suffers extreme separation anxiety With on-site school the child is in a familiar environment with familiar faces around them lessening the child's anxiety On-site school offers staff an opportunity to work closely with the educational provider. It allows an opportunity to structure the day to include (i.e. counseling, support group, enrichment activities) facilitated by trained staff during school hours It also provides continuity in the care we provide child clients, as we are in constant contact with the teacher

Thank You

Testimony Submitted to House Education and the Workforce

Committee Hearing
Phoenix, Arizona
by Dr. Joyce E. Swayne, Director, Teresa A. Dowd School, Columbus, Ohio
September 5, 2000

Congressman Salmon, Members of the House Education and Workforce Committee, and Guests, my name is Dr. Joyce Swayne. I am the director of the Teresa A. Dowd School in Columbus, Ohio. On behalf of the board of trustees, faculty, parents, and our students, I want to thank you for the opportunity to offer this testimony in support of educational programs established specifically to meet the academic, psychological, social, and physical needs of children who are homeless.

Millard Fuller founder of Habitat for Humanity often talks about the positive changes that occur in the lives of children when their inadequate housing situation becomes safer, more affordable for parents, and more stable. He describes stories of healthy-self-esteem, honor rolls, high school diplomas, and college hopes. He tells a story about a Habitat house that was built for a very poor family behind the derelict shack the family had been occupying. When the house was completed, the mother was asked what it meant to her. She replied, "My sons are no longer ashamed for their friends to know where we live."

Let's think about that for a moment. What damaging effect does it have on children to be ashamed and embarrassed about their home, or worse, that they have no place to call home? How does inadequate housing impact on their self-esteem, their perception of their place in the world, and their hope for the future? Unfortunately, those of us who work with homeless children know, all too well, the answers to these questions.

A 1998 study conducted by the Community Shelter Board in Columbus, Ohio, concluded that more than 1,800 children in Columbus live in the family shelter system each year. In Columbus, 44% of the homeless population served are families with children--slightly higher than the national average of 35%. This number does not include those nomadic families that live with relatives and friends or in their cars for brief periods of time before moving on, never becoming part of the formal shelter system.

The impact that poverty, inadequate housing and homelessness has on our children is staggering. Visibly, many of our homeless children are hungry and suffer from malnutrition. Many will avail themselves of the opportunity to hoard food, if it is available. They have poor health and hygiene, unmet medical and dental needs, and respiratory problems--with high incidences of asthma. They are often tired, emotionally needy and apprehensive.

Because of their mobility, homeless children often attend many schools during an academic year; constantly adjusting to new situations becomes difficult. At best, their school attendance is sporadic; at worst, they get "lost" in the system and don't attend school at all. As a result, they have more academic deficiencies and developmental delays than domiciled children. Their reading and mathematics skills are below grade level. Many do not receive special education evaluations or follow-up services to address developmental difficulties. Their developmental delay contributes to poor organizational skills, poor ability to conceptualize and difficulty finishing what they start. They experience feelings of failure, low self-confidence, and the belief that they cannot perform well in school.

Many, like their parents, experience poor emotional and mental health, which, when left untreated--as is often the case--negatively impacts on their ability to control their behavior or to make positive life-choices. They are depressed and angry about the insecurity, lack of privacy, and impracticalities of their living circumstances. Some have a school phobia and want to be with parents because they fear abandonment and return to foster care. Many have been physically and sexually abused. They sometimes perceive their parents as incompetent, and become depressed or hostile and aggressive.

Children who are homeless or victims of poverty often display provocative and impulsive behavior. Chaos and distress becomes the norm. When a child is placed in a structured classroom, s/he may become anxious and uneasy and then behave in such a way as to promote chaos. In the traditional educational environment, they are labeled as discipline problems. Then they may be "warehoused" in classes for students with severe behavioral disorders. Even though they may project an image of toughness, these children are often sad and depressed about the way they behave.

Unfortunately, joblessness, lack of education, drug and alcohol addiction, and depression impact on a parent's ability to serve as an advocate for their children. So the situation for the child becomes even more difficult and they may interpret a parent's distress as a lack of caring. Their experience has told them that they cannot place their trust in other people.

Without effective intervention, these children will not develop the technical and social skills necessary to make a livable wage that will help them break the cycle of homelessness.

And that is why the Teresa A. Dowd School, located in Columbus, Ohio, was created. The school is a community school chartered by the state of Ohio that opened its doors in September 1999. Our mission is to provide a safe, stable, academic environment, for children who are homeless or affiliated with transitional housing programs that nurture their intellectual, social, and personal development in preparation for their successful return to their neighborhood school. Our goal is to keep the child at Dowd at least one year while the family achieves stability.

We are located on the near-east side of Columbus in a building leased to us by Columbus Public Schools. As a community/charter school, we offer parents an option. They can choose to enroll their children at Dowd or in the district school system. Our primary sources of funding are from the state and federal government. As a charter school, we are held academically accountable by the state of Ohio.

Some of our students are homeless because their mothers have fled the tyranny of domestic abuse. Some of our mothers are in a recovery program for drug and alcohol abuse. Some of our children have fathers who are in prison. Some students recently immigrated to the United States after spending years in Kenyan refugee camps.

During the 1999-2000 school year, we maintained our projected enrollment of 60 students in grades K-5, including 9 Somali students. To ensure a smoother transition to the district school, our curriculum models the Columbus Public Schools curriculum. We also have a strong arts component. Four artists-in-residence teach visual art, music, recorder, and dance. Our students even staged an in-school performance with Opera Columbus. To ensure individual attention and order, as a rule, class size does not exceed 15 students. We are also fortunate to have volunteer tutors who provide additional assistance for students in reading and math. Students who need to rest can take a nap. We provide meals and snacks. Rather than being punitive, if a student is misbehaving, we try to discover the reasons for that behavior so that we can work for effective change.

Mt. Carmel Hospital's Community Outreach Program offers physical screenings and immunizations. Nurse practitioners work diligently to update all medical records. Certified dentists offer free and expedient dental services for our students and their parents. Additional community support ensures that students have school supplies, clothing, books and toys. Neighboring school districts have provided educational equipment, furniture, and textbooks.

Our teachers make every effort to establish close ties with parents--even visiting homes when parents are unable to come to school. This is an exciting part of our growth because, for the first time, many of these parents are hearing teachers talk positively about their child's potential and promise.

Individualized and small group instruction has proven to be highly effective. Students who lacked confidence in themselves and their abilities are excited when they master a reading assignment or understand their math. But it takes constant vigilance. All too often, our students are overcome by the confusion in their lives and a concept mastered one day is totally lost the next. And that's why we're here. To help them develop confidence, self-esteem, skills, and self-control so that they can experience academic and social success. When you walk through our halls, you see beautiful drawings and smiling faces.

We have high expectations for our students. Homelessness is no excuse for not doing your best. We are making a difference and our students are experiencing success. We had a 25% attrition rate this school year, much lower than many urban schools. Our students had fewer absences than their cohorts in public schools; almost 50% of our student body missed eight days or less during the year. Our attrition and attendance rates can be attributed to several factors: when a student moves or the family is in distress, we go wherever the child is staying and bring him/her to school; the majority of parents appreciate the concern and care their children receive in our school and support our program; and the safe, caring environment is such that our students make an effort to come to school--or call us to come and get them if they miss the bus.

Tests given at the beginning and end of the year indicate that the majority of our students met or surpassed the projected standards during the year: 75% of our kindergarten students and 86% of our first grade students were at or above standard. In grades 2-5, 59% of the students met standards in both reading and mathematics; 29% met the standards in either reading or mathematics; only four students fell into the "standard unmet" category, even though they did make academic progress during the year. Many of our students have been identified as very talented in the arts; two could be labeled as "gifted".

We are proud of all that we have accomplished this first year. It's a difficult task, but saving the spirit of a child is well worth the effort. We have wonderful children, many intelligent children, and too many children who have lived beyond their years. Those of us who are affiliated with the Teresa A. Dowd School truly believe that we will have a positive impact on our students' lives in the years to come.

We are now entering our second year of operation. We will expand our enrollment to serve 90 students. Additionally, we are striving to expand our services to include individual and family counseling provided by Directions for Youth, a local social service agency specializing in youth mental health. We are entering into discussions with representatives from The Ohio State University to expand testing and medical services for our students, and we are trying to develop an after-school enrichment program that also meets the childcare needs of working parents.

You may be interested to know that, to date, the Dowd School has not received any funding through the McKinney Act. In fact, citing a cutback in funds, the local office denied a proposal requesting financial assistance for our after school and academic programs. All of the McKinney funding in this community is allocated to Columbus Public Schools.

In closing, I want to emphasize that there are many teachers and administrators in traditional public schools who have gone many extra miles to meet the needs of homeless children in our community. They are to be commended. However, they are also responsible to many other students in their charge who have unique needs; and resources are limited. What the Teresa A. Dowd School allows us to do--that the public schools cannot possibly do--is to take the time to know our students and to teach our parents that their children have great promise and educational options. We struggle with overwhelming odds, but each day we give our students our very best effort as we develop a new vision and new model for educating homeless, disenfranchised children in our community.

Thank you for your interest in the education of homeless children throughout the United States and for your continued support for educational programs that strive to meet the specific needs of this special population.

Respectfully submitted
Joyce E. Swayne, Ph.D.
Director, The Teresa A. Dowd School
Columbus, Ohio

**Greater Phoenix
Interfaith
Hospitality Network**

546 E. Osborn, Phoenix Arizona 85012

August 25, 2000

Congressman Matt Salmon
115 Cannon House Office Building
Washington, DC 20515-0301

Dear Congressman Salmon:

It is with great distress that we, the board and members of Greater Phoenix Interfaith Hospitality Network have learned about the efforts of the National Law Center on Homelessness and Poverty to close the Thomas J. Pappas School for homeless children in Phoenix. This school is an outstanding example of a community commitment to provide the best for children of homeless families. These children receive the highest quality education in an up-to-date facility, designed specifically to meet their academic, physical, nutritional and emotional needs. The staff of the school is highly qualified. In fact, teachers, nurses, and administrators in Phoenix compete to obtain positions on the Pappas staff. Although it is true that the homeless children are being educated in a separate facility, they are not segregated by race or other classifications. Attending Pappas is a choice for homeless families, not a requirement. Many homeless families choose to have their children attend a local school. However, some of these children have attended 3 or more schools in a single academic year as their parents attempt to find stable housing. At Pappas, these children receive the highest quality, individualized programs, designed to provide them with the best education in a warm, nonjudgmental, encouraging atmosphere. The children attend school with other children in similar circumstances and avoid the stigma of not having a permanent address, up-to-date clothing, etc. It is everyone's hope that each of these children will live in permanent housing and attend their neighborhood schools as quickly as possible but in the interim, they deserve the best learning opportunity that Phoenix has to offer.

Greater Phoenix Interfaith Hospitality Network will soon be providing housing in local congregations for homeless families. It is vital that the children who will be guests in the network have a stable and accessible place to attend school daily. Some will continue to attend their local schools but other families who are new to the area need to have Pappas as a viable option We sincerely hope that the efforts to close Pappas will cease and that the support Pappas deserves from the community and the government is forthcoming.

Thank you for your attention to and concern for this problem.

Sincerely;

Linda V. Ross, PhD

Linda V. Ross, Ph. D.
Secretary; Greater Phoenix Interfaith Hospitality Network

A Community Response For Homeless Families

Andrea Keck
9574 East
Rising Sun
Drive
Scottsdale
Arizona
85262
480 595 6271
480 595 6279 Fax

Representative Matt Salmon
115 Cannon House Office Building
Washington, D.C. 20510

August 15, 2000

Dear Representative Salmon,

I am writing to you regarding the proposed legislation being spearheaded by the National Law Center on Homelessness and Poverty to cut off federal funding to schools for homeless children. Particularly, I am concerned about the Thomas J. Pappas School here in Phoenix.

I am a volunteer at Pappas School. For two years I have been a mentor to a second-grade boy there. I also help conduct the monthly birthday parties for the students. When needed, I help with special projects such as collecting donations, distributing Christmas gifts, chaperoning class outings, etc.

I assume that being from Arizona you have been to the Pappas School, and have experienced firsthand what a marvelous environment it is. Children have access to a complete range of facilities and services, most (if not all) of which would not be available to them in a "traditional" public school. Most importantly, however, these students are surrounded with educators and counselors who are experienced in dealing with all of the needs and issues (physical/emotional/educational) of homeless children. Like anyone else with limited experience, teachers in regular public schools who may only encounter a few homeless children in their career cannot possibly be specialists in the needs of these children.

I do not support discrimination in any form. I am, however, a strong proponent of "what works". Our goal should be to provide every child the best environment and opportunity for education that we can, regardless of how it's done. ***What Thomas Pappas School does, works.*** And there's an old saying, "It it ain't broke, don't fix it"!

How do I know it works? Just listen to the children and their parents. *They say it works.* They say they feel most comfortable there. They choose to go there. (These parents *voluntarily* send their children to Pappas, not to the neighborhood public schools. If they don't choose to send their children to the public schools, for a multitude of reasons, should we say "sorry, we know better" and force them to go to public schools?)

These parents and children should be able to speak for themselves. They are the ones who are homeless, and they are the ones experiencing Pappas School. How can some ideological bureaucrats in Washington D.C., who have probably never been homeless, presume that *they* know what is best for these people? I am outraged at the arrogance of these administrators. We do not need "Big Brother" in Washington deciding what is best for us. We can do so in our own communities.

If, as the National Law Center states, other homeless schools across the country do not have certified teachers or a certified curriculum, then the solution is not to tear down the one example that works. Rather it is to bring these other schools up to the Pappas standard. Pappas should be used as an example to strive for. After all, it can be done because it is being done

I strongly plead with you to preserve what is good here. Let's not squash what is good because other schools are not as good. Instead, let's work to bring the other homeless schools up to the same level as Pappas School.

And I urge you to listen to the people who are involved at Pappas School every day….the parents, the children, the educators. They are the ones who truly know what's best. Not some "think tankers" in Washington, DC.

I appreciate your strong support in opposing this attempt to eliminate funding for homeless schools in the US House of Representatives.

Sincerely,

Andrea M. Keck

August 15, 2000

Joan and Mark W. Drake
710 W. loughlin Dr.
Chandler, AZ 85225-2124

Dear Rep. Matt Salmon,

I am writing this letter in support of the Thomas J. Pappas School for Homeless Children.

For someone to say that it is against the law to have a school like this, who help all the children they can by supplying them with food, clothes, showers, medical and dental care, and an education has not visited this school. My family is one of the many who donate to this worthy cause and I cannot believe Washington is trying to shut this school down. These children would not get this type of help and support in the current public school systems. We understand that there is only so much that the public school system can do for them. If we make life too difficult for these kids they will just not attend school at all. At the Pappas school they try to give these children a consistent focal point where they are comfortable and safe to learn, are not ridiculed and are encouraged to establish goals and achieve them.

The government states that it is illegal to segregate these homeless children based on their status because they feel it stigmatizes them. If you were to send these children to the regular public school system you would traumatize them! It would be a horrible experience for these children as they would not be accepted by other school students. I asked my two children, who have both gone with me to the Pappas school, how these children would be accepted in their schools (I am speaking of a local junior and senior high school) and the answer, without a moments hesitation on their part, was that they would be ridiculed and excluded by the other children. Is this the goal? To break the children's spirits so they no longer have the desire to learn because it is such a painful experience? The only way to break this cycle is to educate these children so they can better themselves and become productive members of society. We must break the cycle of poverty and help them attain a higher living standard for themselves and their children. We must encourage their self esteem.... not shatter it !

I implore the government representatives, who are advocating the closure of these type facilities, to realize their mistake. The effort they should be making is demanding that other attempts be brought up to the standards that the Thomas J. Pappas School is achieving....

That is where they should be putting in their efforts.

I, as a tax payer, wish our government representatives would use a little more common sense in these type matters. Thomas J. Pappas works! It is the RIGHT THING TO DO.

Sincerely,
Joan Drake
Mark W. Drake

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WITT / KIEFFER
FORD · HADELMAN · LLOYD
[illegible]
[illegible]

September 5, 2000

Congressman Matt Salmon
4110 N. Scottsdale Road
Suite168
Scottsdale, AZ 85251

Dear Matt:

I am sorry our meeting was canceled last week but I wanted to add my support for the many people who have contributed to the creation, development and continued growth of the Pappas School. I would be honored to add my voice to the argument for keeping the noble mission of the Pappas School alive, with its doors flung open wide for the kids who would otherwise be forgotten. Please add my comments to the testimony you will be hearing today.

Being homeless is one of the worst afflictions a child can face. Apart from the physical hardship, it fosters an overwhelming sense of fear, failure and unworthiness that throws children into a hyper-vigilant state where learning and growth of any kind becomes virtually impossible. Homeless children have special needs the need to be addressed – the first of which is to be made to feel SAFE and nurtured.

The Pappas School is doing this by providing what the homeless need, first emotionally and then educationally. In Arizona Pappas is the only school to ferret kids out when they don't have an address and provide transportation to and from classes, clothes and the positive environment and strong foundation needed in order to develop the self-esteem and knowledge required to have a chance at life.

I've seen the positive results first-hand. Pappas is working – why would we want to change that, and what kind of system would you replace it with that would be as effective?

Sincerely,

Michael F. Meyer
Senior Vice President

MFM/ael

c.c. Sandra Dowling

SCOTTSDALE
HEART SURGEONS, PLC

Specializing in Adult Cardiac, Vascular & Thoracic Surgery
American Board of Thoracic Surgery

Thomas H Wareing, M.D.
Bruce M. Toporoff, M.D.

August 14, 2000

Sandra E. Dowling
Maricopa County School Superintendent
301 W. Jefferson Street, Ste. 660
Phoenix, AZ 85003

Re: Thomas J. Pappas School for Homeless Children

Dear Ms. Dowling:

I was greatly dismayed to read in the Arizona Republic of August 13, 2000 about the federal investigation to perhaps close the Thomas J. Pappas School for Homeless Children. Having been homeless myself at one point in my life, I am sensitive to these issues. I have also greatly admired the Pappas School, as it represents stability and a sense of self worth for these unfortunate homeless children. It also reinforces the idea that education is the key to a better life and rewards these children for their efforts to better themselves. I can see no logical reason for federal interference in this matter and I am appalled that federal funding has been so limited for this endeavor.

During the period of time myself and my family were homeless in Florida, there were no homeless school options but only public schools to attend. I can understand the students' reluctance to be drawn into the mainstream of public schools, given their particular issues that are very sensitive and they deserve some special consideration. In my mind, the Thomas J. Pappas School for Homeless Children provides a beacon of hope for these children and their families and serves an important role in our community.

My wife, Dr. Sally Wareing, and I would be happy to help your school in any way that we can. Please let us know if we can be of assistance.

Sincerely,

Thomas H. Wareing

Thomas H. Wareing, MD

cc: Rep. Matt Salmon
Senator Jon Kyl

THW/jgc

Osborn Campus 7301 E. 2nd St. #310 • Scottsdale, AZ 85251 • (480) 947-7738 • Fax (480) 947-1712
Shea Campus 10290 N. 92nd St. #207 • Scottsdale, AZ 85258 • (480) 661-6484 • Fax (480) 661-5485

67-985

SCOTTSDALE
HEART SURGEONS, PLC

Specializing in Adult Cardiac, Vascular & Thoracic Surgery
American Board of Thoracic Surgery

Thomas H. Wareing, M.D.

Bruce M. Toporoff, M.D.

August 14, 2000

Rep. Matt Salmon
4110 N. Scottsdale Road, Ste. 168
Scottsdale, AZ 85251

Re: Thomas J. Pappas School for Homeless Children

Dear Representative Salmon:

I read with serious concern the recent article in the Arizona Republic Newspaper of August 13, 2000 regarding federal scrutiny into the Thomas J. Pappas School for Homeless Children. It is as a citizen with a prior history of having the same unfortunate circumstances as many of these homeless children that I strongly support the efforts to maintain the autonomy of this school and its principles as an asset to our community. It clearly provides hope, focus and direction for many of these children who have special considerations due to their living conditions and lack of family support.

My wife, Dr. Sally Wareing, and I would like to offer our services in whichever way we can to help you and the Maricopa County School Board continue the Thomas J. Pappas School for many years to come. Please contact my office if there is any way we can be of assistance.

Sincerely,

Thomas H. Wareing

Thomas H. Wareing, MD

THW/jgc

DIANNE FEINSTEIN
CALIFORNIA

COMMITTEE ON APPROPRIATIONS
COMMITTEE ON THE JUDICIARY
COMMITTEE ON RULES AND ADMINISTRATION

United States Senate
WASHINGTON, DC 20510-0504

May 30, 2000

Mr. Howard M. McKinley
1940 Broadway
San Francisco, California 94109

Dear Howard:

Thank you for writing to me about the Transitional Learning Center (TLC) at St. Mary's Interfaith Dining Room in Stockton, CA. I am concerned about education and homelessness, and I welcome this opportunity to respond to your letter.

I support the Transitional Learning Center. It provides an invaluable service to many homeless children. Every child is entitled to a quality education, and I admire the TLC for providing homeless students with solid instruction emphasizing the core subjects and literacy. I do not support taking federal funding away from schools for homeless children, and will work to ensure excellent educational opportunities for all students.

Please know that I understand and share your concerns about the problems of homelessness, and will certainly keep your views in mind as the Senate considers funding for homeless assistance and relief programs in the future. Since individual States are expected to match a portion of the federal funds that are allocated for homeless programs each year, it is important that you also contact your State legislators to convey your interest in this issue.

Once again, thank you for writing to me. I will continue fighting to secure funding for the Transitional Learning Center and for other homeless assistance programs. If I can be of any additional assistance, I hope you will call my staff in Washington, D.C. at (202) 224-3841.

With warmest personal regards.

Sincerely yours,

DF:blb

OFFICE OF THE VICE PRESIDENT
WASHINGTON

March 30, 1995

Ms. Karen Banker
Mustard Seed School
1321 North C Street
Sacramento, CA 95814

Dear Karen,

I want to thank you so much for all of your help during my recent visit to the Mustard Seed School. It was a delightful and touching experience. I have such fond memories of the children I met and deep respect for the work you are doing. I am happy to spread the word about places like Mustard Seed.

Please extend my very best wishes to all your staff, volunteers and students and let them know how much I appreciated their efforts, hospitality and gifts. Best of luck to all of you in your vital mission to your community.

Sincerely,

Tipper

Tipper Gore

BEST COPY AVAILABLE

MARY ELIZABETH GORE

April 27, 1995

Ms Karen Banker
Mustard Seed
1321 North C Street
Sacramento, CA 95814

Dear Karen,

Thank you for the beautiful weaving made by the children at the Mustard Seed. Please let the children know how proud I am to have been given their artwork

I so admire the work you are doing with homeless children Your kindness and generosity of spirit make such a difference in their lives

Thank you for your hard work and caring I very much enjoyed our visit in March

Sincerely,

Tipper Gore

Tipper Gore

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THE SACRAMENTO BEE

TIPPER GORE VISITS CAPITAL VP'S WIFE URGES MORE CARE FOR MENTALLY ILL, HOMELESS

Friday, March 10, 1995
Section: METRO
Edition: METRO FINAL
Page: B1
Nancy Weaver Bee Staff Writer

Speaking in Sacramento before a crowd of elected women officials about the need for more mental health services, *Tipper Gore* told them about Mary, a homeless woman on the streets of Washington, D.C.

Gore said she met Mary while helping a group that travels in a van around the nation's capital to bring in homeless people for health care.

Suffering from an untreated mental illness, Mary asked Gore: "I'm looking for a little bit of reality. Can you help me with that?"

Urging the creation of more community mental health services, Gore said, "Let's make sure we can give every American that reality."

Gore, the wife of Vice President Al Gore, spoke Thursday at the Sacramento Grand Ballroom before the California Elected Women's Association for Education and Research. Gore's speech came as the association released a study that found a lack of mental health services for women.

The study, which was reported earlier this week, found that despite higher rates for some mental illnesses, women in California get less care from publicly financed mental health services. As budget cuts curtailed services, women accounted for 83 percent of those dropped from care in the last five years.

Gore, who has a master's degree in psychology and is an adviser to President Clinton on mental health issues, said the public needs to understand that mental illness is a biological disorder just like physical illnesses.

One in four American families will face a mental health issue in their lifetime, she said.

Mental illness can be treated and managed so that people can lead full, productive lives, she said. But many mentally ill people frequently end up homeless because their illnesses go untreated, she said.

"We missed our moral obligation. We now have a chance to make it right," Gore said. "We've got the tools to do it. We need to develop the will."

After her luncheon speech, Gore visited the ***Mustard Seed*** School, a school for homeless children at Loaves & Fishes.

Gore, who also serves as an adviser to the Interagency Council on the Homeless, watched the younger children make animals out of Play-Doh. She watched them make a weaving and helped one girl on a computer. The older children sang a song they had written that afternoon.

Karen Banker, director of the school at 1300 North C St., sat on the floor with Gore and about 20 children. Ranging in ages from 5 to 15, the children presented Gore with their wishes written out and attached to red roses.

"I wish there were more houses so people wouldn't be homeless," wrote one child.

"I wish to get a home soon," wrote one 11-year-old boy, who explained that his family can afford a hotel room only the first couple weeks out of the month.

One girl said she wanted to grow up to help the homeless since she knew how sad it is to be without a home. "Life is not fair. You just have to do the best you can," she wrote.

Gore autographed pictures for the students and posed for photos with the students and volunteer staff at the school and Loaves & Fishes.

"I'm glad to get a chance to be with you and see this place," she told the children. "I wish there were more places like this around the country."

Bee / Skip Shuman Bradley Nall, 5, helps Tipper Gore read messages attached to roses from students at Mustard Seed School. Gore said she wished more communities had facilities like the school at Loaves & Fishes.

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Jonathan Kozol, One Main Street, P. O. Box 145, Byfield, Massachusetts 01922
Phone: 508/465-9325 Fax: 508/462-8557

November 5, 1996

To whom it may concern:

This letter is in support of the Mustard Seed School, which I visited in September, 1996. I spent time observing the school and visiting with both staff and the homeless children who come to Mustard Seed.

As an author, speaker and advocate for children, I have visited numerous programs designed to help children living in poverty. But Mustard Seed is utterly unique in reaching out to homeless children and providing them with first-rate education.

An active outreach program goes out into the community to find "hidden" homeless children who are not attending public school. The children who are found are transported by Mustard Seed to the school for a hot breakfast before tackling a challenging academic day in a safe, nurturing environment. In addition to the children found at welfare motels and camps, Mustard Seed students also include children living at shelters, in cars, and even on the street.

The average stay for a child at Mustard Seed is only two to three weeks. The teachers and community volunteers who come to tutor must make each day a masterpiece. Gaps in the child's education are assessed quickly and assessment is begun on children suspected of needing special education services.

While the children are in class, the outreach workers track down their school records, assess their need for clothing, medical and dental care, and help parents connect with services needed for survival. When the family finds housing, the Mustard Seed staff assists the parents in enrolling the child in public school. The school successfully works with all area school districts to overcome the barriers that keep homeless children out of school.

I was especially impressed by the dignity with which homeless people are treated at the Mustard Seed/Loaves & Fishes complex of services. All of the programs work together to coordinate emergency resources of food, clothing, shelter and medical care for homeless folks. But Mustard Seed is also a beautiful creation in and of itself: a truly remarkable and inspired little school, staffed by superb teachers, and conveying a sense of deep respect and love for children.

I hope that it will win the strongest possible support because it represents a model of what should be done for homeless children all over the nation.

Sincere regards,

Jonathan Kozol

**Greater Phoenix
Interfaith
Hospitality Network**
546 E. Osborn, Phoenix Arizona 85012

August 22, 2000

Thomas J. Pappas School
355 N. Fifth Ave.
Phoenix, AZ. 85003

Dear Teachers, Administrators and Staff:

It is with great distress that we, the board and members of Greater Phoenix Interfaith Hospitality Network have learned about the efforts of the National Law Center on Homelessness and Poverty to close the Thomas J. Pappas School for homeless children in Phoenix. Your school is an outstanding example of a community commitment to provide the best for children of homeless families. These children receive the highest quality education in an up-to-date facility, designed specifically to meet their academic, physical, nutritional and emotional needs. The staff of the school is highly qualified and we know that teachers, nurses, and administrators in Phoenix compete to obtain positions on the Pappas staff. Although it is true that the homeless children are being educated in a separate facility, they are not segregated by race or other classifications. Attending Pappas is a choice for homeless families, not a requirement. Many homeless families choose to have their children attend a local school. However, some of these children have attended 3 or more schools in a single academic year as their parents attempt to find stable housing. At Pappas, these children receive the highest quality, individualized programs, designed to provide them with the best education in a warm, nonjudgmental, encouraging atmosphere. The children attend school with other children in similar circumstances and avoid the stigma of not having a permanent address, up-to-date clothing, etc. It is everyone's hope that each of these children will live in permanent housing and attend their neighborhood schools as quickly as possible but in the interim, they deserve the best learning opportunity that Phoenix has to offer.

Greater Phoenix Interfaith Hospitality Network will soon be providing housing in local congregations for homeless families. It is vital that the children who will be guests in the network have a stable and accessible place to attend school daily. Some will continue to attend their local schools but other families who are new to the area need to have Pappas as a viable option We sincerely hope that the efforts to close Pappas will cease and that the support Pappas deserves from the community and the government is forthcoming.

We would like to attend the Congressional hearing on September 5 and would appreciate information on place and time. Please contact me at 602-678-1894. Thank you for your attention to and concern for this problem.

Sincerely;

Linda V. Ross, PhD

Linda V. Ross, Ph. D.
Secretary; Greater Phoenix Interfaith Hospitality Network

A Community Response For Homeless Families

August 31, 2000

Thomas J. Pappas Elementary School
355 North Fifth Avenue
Phoenix, AZ 85003
Attn: Congressional Hearings

To Whom It May Concern;

This letter is to comment on the issues being discussed at the upcoming congressional hearings being held at Thomas J. Pappas Elementary on September 1st at 1p.m. and to provide support for the school to continue to operate.

The issues seem to be related to the ACLU challenging the school's right to operate stating a conflict between church (supporting organizations) and state (education). There also seemed to be an issue related to the homeless children not having an opportunity for mainstreaming into the public school system. This writer would like to address the aforementioned issues and provide an opinion that should be considered. The issues and opinions are detailed below.

- **In response to issue of the conflict between church and state:**

  While it is true that there are other schools for homeless children in the United States that were established and are operated by religious organizations. This is not the case with the Thomas J. Pappas school. The school was established primarily through private, corporate donations. The curriculum does not appear to be based on a religious doctrine, nor does the curriculum appear to include religious teachings. There seems to be no conflict between church and state relative to Thomas J. Pappas School.

- **In response to issue of mainstreaming homeless children:**

  This writer is an experienced social worker. One of the major challenges for homeless children is obtaining an education. One major obstacle in obtaining an education for homeless children is documentation that is required for registering for public school. Immunization records, transcripts, and an address are part of the required documentation. Unfortunately, homeless children and families often do not have the aforementioned documentation. Therefore, attending public school is many times not a viable option for homeless children.

  Subsequently, many children do not complete their education, not as a result of disinterest, but a lack of opportunity. Thomas J. Pappas provides that opportunity for the homeless children in this area. Therefore, it would seem the students at Pappas are not being denied an opportunity, but given an opportunity.

> The school also provides more than an opportunity for education. Thomas J. Pappas has medical staff that can provide immunizations and records of those immunizations. Pappas School has administrative support staff that can provide transcripts, and Pappas does not require an address. Pappas also provides transportation. The school currently has eleven buses that travel valley wide to provide transportation for students. It is clear that the school is not *preventing* mainstreaming, but rather facilitating the education of a group of children that are extremely under served by the current education system.

In closing, this writer would like to also point out that the Pappas School is not just an organization that provides education, but a service organization that provides clothing, food, hygiene items, and care for the homeless children and families in our community. It does not seem rationale or prudent to cease the operations of this organization. This writer hopes the legislators understand the importance of the Thomas J. Pappas School. This writer also hopes that our representatives make a decision that will be enhance the lives of our homeless population and not add to this population's burdens. Education is a right that all citizens of this country have enjoyed and should continue to enjoy regardless of their domicile.

Respectfully,

Melody L Jones, MSW, CISW

Melody L. Jones, MSW CISW
4949 W. Morrow Dr.
Glendale, AZ 85308
(602) 564-2392

City of Phoenix
HUMAN SERVICES DEPARTMENT

Winner of the
Carl Bertelsmann
Prize
BEST RUN CITY IN THE WORLD

August 31, 2000

Sandra Dowling, Ph.D.
Superintendent of Schools
Maricopa County Regional School District
358 North Fifth Avenue
Phoenix, Arizona 85003

Dear Dr. Dowling:

The purpose of this letter is to provide input on the issue of mainstreaming homeless children into public schools. The situation should be resolved through a practical and fair approach that ensures the needs of these vulnerable children are met, not an approach just based on theory or philosophy alone.

It is the right of all children to receive from all public schools the treatment and the accommodations they need to succeed academically and personally. Public schools should not be allowed to turn homeless children away, or treat them inappropriately, because of a lack of desire to serve them or because schools have few resources to deal with the many barriers homeless children face, such as lack of documentation of vital, health, and school records. Public schools should accommodate the special needs of homeless children that are exacerbated by frequent moving, living unsheltered, living in shelters, and the trauma of being a victim of, or witnessing, family or community violence.

However, homeless families should be able to make their own decision about school placement for their children, based on the family's circumstances, preferences, and what they feel is best for their children. In Arizona, families with permanent housing have the choice of sending their children to a public school in their school district or to charter schools anywhere in Maricopa County. Housed families with more resources can send their children to private schools if they don't like the public schools in their district, or if they feel the private schools can better meet the needs of their children. Why should homeless families not have these choices, too?

Families living in shelters, or on the streets in another school district, should not have to automatically have their children bussed back and forth to their previous school. Homeless children in emergency shelters should not have to automatically attend school in the new district for a short period of time (emergency shelter is usually provided for up to 3 months in Arizona). Homeless children in emergency shelters should not have to automatically transfer to another school when the family enters a transitional housing program, and possibly attend a third school when the family is permanently housed. Homeless children should not have to change schools every time their parents are terminated from emergency shelters or transitional housing programs because their parents fail to meet the goals of a case plan or break the housing rules.

Whatever is decided, there should be no harm done to homeless children.
In all practicality, can that be done in Arizona, a state in which adequate school experiences are not provided to housed children who don't have challenges? Our schools do not generally accommodate children with special needs who are housed. Because of the still inadequate public school funding issues for housed children in Arizona, there is little hope that the needs of homeless children will be accommodated by public schools.

Sincerely,

Gloria Hurtado
EAR.

Gloria Hurtado
Human Services Director

C: George Flores
Arnold Ramirez
Terry Cook

ROADRUNNER CHAPTER
UNITED STATES ARMY WARRANT OFFICERS ASSOCIATION
P.O. BOX 63341
PHOENIX, ARIZONA 85082

ATTENTION: CONGRESSIONAL HEARING

This letter is to express the strong support of our sixty member professional association for the Thomas J. Pappas School for Homeless Children. We feel the school provides essential services for an often-mishandled segment of our population, homeless children.

All too often, public schools show concern about the attendance of these children for only the first hundred days of school. They want to ensure their numbers are counted in their enrollment for funding purposes. Then, once the figures are tallied and they receive their funding, they encourage the children to leave the public school and begin attending the Pappas School. Do the public schools really have the wellbeing of their homeless population at the top of their list? We believe they do not.

With ever increasing costs, the schools are trying to get the largest amount of funding they can get, then they struggle to make the most of those dollars. They do not have the time or resources to give their "regular" students the individual attention they should receive, let alone give the homeless children the extra attention they sometimes need. The Pappas School, with it's exceptional staff, is able to give these children with special needs the attention they need, and deserve, to thrive.

The Pappas School provides it's students with many unfunded extra services we believe are essential for these children. Emotional counseling, medical and dental care, clothing and food assistance, and mentoring from members of a community that cares are just some of the special touches that make a lifetime of difference for many of these exceptional youngsters.

The school provides a sense of stability for these children, something that a homeless existence does not foster. The children know that, when they are at the Pappas School, their classmates truly are their peers and they will not be forced to endure some of the same ridicule they may face at a public school. We all know how cruel children can be and, it is a cruelty that well-intentioned adults do not have to deal with.

We strongly urge you to not force the Pappas School to close. The benefits they provide only help the children get on equal footing with the rest of the children of Phoenix, not give them special advantages. Give these children an opportunity to succeed.

Ralph E. Arnold

RALPH E. ARNOLD
President
Roadrunner Chapter
USAWOA

Mrs. June A. Davis
2423 W. Paradise Dr.
Phoenix, AZ 85029-3413
September 7, 2000

Rep. Matt Salmon
4110 No. Scottsdale Blvd.
Scottsdale, AZ

Dear Sir:

Re: Thomas J. Pappas School

Prior to my retirement a few years ago, I had been employed in public school systems. I was employed for six years in the Bangor Area School District (Pennsylvania) and for almost ten years at Washington Elementary School District in Phoenix. This school district consists of 32 schools and has as many as 25,000 students at times.

If any of the members of your committee would take the time to see what homeless kids endure when they attend a neighborhood school they will certainly see how "stigmatized" these kids become not from being segregated from a regular school but from being ostracized and made to feel inferior by their peers. You see, kids can be cruel, very cruel.

I've seen it first hand in my small town in Pennsylvania and heard about it from the homeless parents that lived in a car and came to the district office where I worked in Phoenix looking for help.

Maybe if each of you could put yourself, your own children or grandchildren in these kids shoes, (if they have a pair of shoes) for one day or longer you would see what these kids endure.

Did you know you are teased and humiliated when you use a ticket for a free lunch or breakfast?

What would you do? Strike back! Cry! Most likely refuse to go back to school.

Do you know where these young people call home?

It can be a car, an underpass, a cardboard container or any other place of shelter.

What do they wear?

It certainly is not sneakers that cost $60+, or designer clothes.

Where do they bathe?

What do they eat on a weekend or holidays? Some go through garbage.

How do they keep cool when it's one hundred degrees and how do they keep warm when it's cold?

During their young lives they are enduring experiences you and I possibly did not or never will have.

For the past several years I have seen what the Thomas J. Pappas School has done for these kids. They are receiving food, clothing, medical care and an education they would not possibly receive elsewhere. Most important they are with others that are in the same boat they are in. In my day it, it would have been called a "clique". These kids are happy and some are even going on to college. They want to go to school.

Maybe it would be a better idea to have more schools similar to the Thomas J. Pappas school across the nation. That would eliminate "homelessness" discrimination.

Isn't "homelessness discrimination" a defense in many criminal cases?

Sincerely,

June a Davis

June A. Davis

CC: Ed Pastor
Bobby Scott

Dear Congressman Representative, 09/04/00.

I wanted to express my concern over the possible closure of Thomas Pappas School for the Homeless. It is said it is based upon the desire to eliminate segregation. There are times when segregation is the preferable choice. I grew up "on the wrong side of the tracks" in a family well below the poverty level. I was blissfully ignorant of this fact until fifth grade. I was selected as part of an integration program that bussed me to a more affluent school. I am sure the school officials had the best intentions, but the transition was more detremental than beneficial to me. One, especially a young child, is content with what they have when they feel equal to those they associate with. Take that same child and put them amongst children with new toys and designer clothing and the harsh reality becomes glaringly clear at too young an age. The child could potentially (usually) become the subject of ridicule, others reject the child for being different. I know, I've been there. It is a form of segregation.

The Pappas School allows children to attend school in a non-judgemental environment with students "just like them." Self esteem is fostered by acceptance at that age, not the size of your parent's wallet. Ask yourself what is more important, self esteem or eliminating 'segregation' that the parents have chosen for their children. Are charter schools and private schools guilty of segregation? It is a parent's right to choose the environment they feel best suits their child's needs.

The children at this school will eventually have to accept the reality of financial inequality in our world. Maybe by then, they will have the strength of character to accept the world as it is and make their own choice of where they will be within it.

I would ask you to vote to keep our school open, as well as the other 39 in the United States. Allow equal education for all children, regardless of their station in life. Thank you for taking the time to review my request.

Sincerely,

Rebecca Nystrom
Phoenix, AZ

Superior Real Estate Supply, Inc.
20805 North 19th Avenue # 11
Phoenix, AZ 85027

Lynett Durgin
17435 N. 7th St. #2004
Phoenix, AZ 85022
(602) 493-3164

August 14, 2000

National Law Center on Homelessness
and Poverty
1411 K Street NW
Suite 1400
Washington, DC 20005

Gentlemen:

This letter is written in support of Thomas J. Pappas School ("Pappas"). The National Law Center on Homelessness and Poverty is way off base when it targets a program like Thomas J. Pappas School for closure. What makes Pappas so special is that it is designed to serve the needs of poor families which is almost unheard of in this day and age. The kids who attend Pappas are a close knit community and give each other support that no other school setting could offer. This is what me makes so angry at group such as yourselves going after a program like Pappas. You should know better. The kids who attend Pappas and their parents are considered the throwaways of society; people not deserving of the most basic services to meet their needs. I am sure George Will would consider them "bad seed" and a school for poor people a waste of money. However, I would expect more from a group such as yours.

In 1996 I moved to Arizona for two years and then returned home to the San Francisco Bay Area in 1998 because my mother had cancer. In the two years that I was gone from Palo Alto, California things had changed enormously. For one thing, housing that had been expensive when I left was now totally beyond the means of working people. Even on a salary of $50,000 a year in Palo Alto, I could not afford housing. I initially rented a one-bedroom apartment for $900 a month. (My child care expenses were $1000 a month, so even with a high salary I didn't have much disposable income.) I rented the apartment very informally with no lease agreement but when they found out I had three kids they evicted me immediately. I filed a claim with the Department of Fair Housing because the landlord told me in no uncertain terms he would not rent to children, but of course that didn't hold much weight with the Fair Housing people.

After I lost my apartment I became homeless. Four nights a week we stayed in a motel to the tune of $250 a week, and three nights a week we slept at the drive-in theater. I lived in Redwood City about six blocks from the school my kids attended but when I moved into the motel it was in Santa Clara, California. Traffic was tough and my kids were late to school at lot. My son was referred for prosecution by the juvenile authorities because he was more than one-half late for school three times. To avoid prosecution we had to agree to attend a program put on by the sheriff's department. When we went to the sheriff's department and told them our problem they didn't force my son to complete the program, but they did put me in a holding cell, called Child Protective Services, and only when Child Protective Services told them they wouldn't remove kids in this type of situation did they let me go. In California, the problems associated with homeless can be considered a crime. Why don't you try addressing those issues. It shouldn't be a crime to be poor.

Needless to say after three months of living like this we left California for Arizona where there is plenty affordable housing. I made arrangements to stay with a friend here in Phoenix; however, after a few weeks it wasn't working out but thankfully we were able to get a room at the United Method Outreach Ministries shelter. I enrolled my kids in summer school at Pappas; however, we got kicked out of the shelter because there were a lot of very rambunctious pre-teen kids at the shelter at that time and my kids were always getting into mischief. I went back to live with my friend and transferred my kids to that neighborhood school, which took awhile because I did not have my name on the lease. However, can you imagine how hard it is to get three kids ready on time every morning while living in someone else's house, last dibs on the shower, last dibs on the kitchen? Needless to say just as we were moving on again, and transferring back to Pappas, the school was referring me to the police department for tardiness at school. For about two months we changed motels every week, sometimes sleeping at the drive in. Pappas was a God send during that time. I didn't have money for school lunches, a kitchen to prepare lunches or breakfast and barely enough money for dinner every night. Do you know what it's like to pay high motel bills and scratch and scrape for food to feed three kids every day? I doubt it.

Now here it is time again to enroll kids for school, I am not homeless anymore, I have an apartment in a nice neighborhood but due to the bureaucracy and incompetence of the school personnel I haven't been able to enroll my kids yet. I'm going to give you a blow-by-blow account of my efforts to sign my kids up at a neighborhood school just so you can see that real life is much more complicated and difficult than the story books you must be reading.

Our neighborhood school opened July 24 for enrollment. However, I started a new job on July 24 with my car in the shop. That meant that we had to leave our house at 7:00 a.m., catch four buses to get to daycare and work, and then repeat the same routine at night which got us home between 7:30 and 8:00 p.m. That's a long day for kids who are 5, 7 and 11. I got my car back the next week; however, my boss was going out of town the week of August 14 and I could not get any time off the week of August 7 to enroll my kids. Prior to August 14 I called the school to ask if I could have Pappas fax over my kids records. (My personal documents were stolen out of my car and I didn't have birth certificates from California). They told me no. They told me I had to be in the office while the papers were faxed over to them. I went to the school on August 14 but there was a sign up saying they wouldn't register anyone until 1:00 p.m. Of course they didn't bother to tell me that on the phone. So there went a whole morning wasted not to mention the effect on my status at work. I went back to the school at 1:00 p.m. to register but the secretary at Pappas was leaving at 1:30 and couldn't respond to the request that afternoon. In addition, the secretary at the new school told me my lease agreement wasn't adequate because although all three of my kids were specifically listed by name on the lease agreement, the lease wasn't acceptable because my adult son was the primary lessee on the lease. Now they wanted a notarized form signed by him saying that I lived in the apartment. I have no money for a notary. Needless to say my kids aren't enrolled in school. I am hopeful that I can get the process going so that they can start next week but who knows.

In a perfect world it wouldn't be so hard to enroll kids in school but in this world, in this time, it is. And Thomas J. Pappas is a fantastic school for the poor that deserves all the support it can get. Rather than wasting money on Congressional hearings you should donate the money that would be spent on expanding the programs there.

Sincerely,

cc: Thomas J. Pappas School

August 16, 2000

National Law Center on Homelessness and Poverty
1411 K Street NW
Suite 1400
Washington, DC 20005

Dear Director,

I have a great concern that the Thomas J. Pappas School, 355 N. Fifth Avenue, Phoenix, AZ 895003 will be eliminated due to your accusations of segregation.

In the past I have tutored children in remedial reading under Title I and so I feel that I have some insight into student attitudes and social behavior toward children who have low income. The more affluent children tend to avoid association and tend to make fun of or act aggressively toward children of low income when they are forced to attend the same schools. This in turn makes the low income student much more aware of his situation and encourages him to avoid the students who tease and torment him/her, many times he/she will just not go to school on a regular basis.

I attended the graduation ceremony, both Junior High and High School, for the Thomas J. Pappas School this past June. I was thrilled to see the enthusiasm that the students had for their school and the instructors. Those who graduated did not look as prosperous as an average schools graduates would have, but anyone could see that THEIR graduation was VERY important to them. They didn't make fun of each other because of clothing or circumstances. Camaraderie was important. All students were dressed in their best. One student I noticed was wearing a white shirt and tie, but that shirt was at least 2 or 3 sizes too large. It was his best and that was what was important.

I understand that discrimination needs to be stopped, but when anti-discrimination causes a breakdown in an effective program, we need to stop and consider our original purpose. We want the children to attend some school, any school, for without the basic education these students cannot make good choices as they get older. Uneducated children are easily intimidated. Educated adults are not.

Please reconsider the long term affects that the demise of Thomas J. Pappas School in Phoenix, Arizona would cause. These children need to have us on their side in their formative years. Let segregation be an issue for adults when they are educated and can handle the problems of low income. Assist these students in obtaining an education NOW so they can rise above circumstances beyond their control NOW.

Sincerely,

Ilene Sears
10047 N. 48th Ave
Glendale, AZ 85302-2510
602-435-1827

CC: Thomas J. Pappas School, 355 N. Fifth Ave., Phoenix, AZ, 85003

e-mailed to NLChp@NLChp.org 8/16 @ 12:25

APPENDIX M – LETTERS OF SUPPORT – INTEGRATION OF HOMELESS STUDENTS

N
C
H
National Coalition for the Homeless
1012 14th Street, NW; Suite 600 • Washington, DC 20005-3406
Phone: 202.737.6444 • Fax: 202.737.6445
Web: http://nch.ari.net • Email: nch@ari.net

School Segregation and Homeless Children and Youth: Questions and Answers

What do We Mean By School Segregation?

For purposes of this document, integrated homeless education programs are those programs that help homeless children enroll, attend, and succeed in mainstream schools. Segregated classrooms or schools, by contrast, are those that separate homeless children from housed children on the basis of their homelessness alone.

What does Federal Law Say About School Segregation and Homeless Children and Youth?

Homeless children and youth have a federal right to a free, appropriate public education. The Stewart B. McKinney Homeless Assistance Act prohibits the separation of homeless children from the mainstream school environment based on their homeless status, and requires states to ensure that homeless children are not isolated or stigmatized. The Act also requires states to identify and remove barriers to homeless children's education, such as residency requirements, school records requirements, delays in transfer of school records, and lack of transportation.

Today, thousands of schools across the country have eliminated these barriers, and have successfully supported homeless children's enrollment, attendance, and success in mainstream schools.

Why do Segregated Schools for Homeless Children and Youth Persist?

Continuing barriers to homeless children's mainstream school education have resulted in many homeless children being relegated to classrooms in shelters, or other "homeless-only" facilities. Commonly cited barriers include school registration requirements that prevent timely enrollment and lack of transportation for homeless children. Other justifications for segregating homeless children include promoting stability, protecting children from ridicule, providing social services, offering individual attention, and addressing safety concerns.

Today, at least 40 segregated programs have been identified and studied.[1] While this represents a small minority of homeless education programs -- the norm is inclusion in the mainstream school environment -- school segregation represents serious cause for concern, as discussed below.

Why is it Important for Homeless Children and Youth to Attend Mainstream Schools?

Two recent national reports provide us with the most comprehensive information on integrated and segregated homeless education programs. The first, published in 1999, is a survey of almost 500 local school districts that operate integrated homeless education programs; the second, published in 2000, is a survey of segregated educational programs for homeless children across the nation.[2] Together, these surveys provide compelling information about the educational practices that work best for homeless children, as well as those practices that compromise their education and healthy development.

The available information demonstrates that mainstream schools are better able to meet the needs of homeless children, and to serve more children, than "homeless-only" schools or classrooms. Moreover, segregating homeless children from their non-homeless peers is harmful in numerous ways.

QUALITY OF EDUCATION: In the majority of cases, mainstream schools provide better educational opportunities for homeless children and youth. Most "homeless-only" programs provide vastly inferior educational opportunities. A survey of over 40 segregated classrooms or schools found that the following features typify segregated educational programs:

- Most "homeless-only" schools operate as one-room classrooms with children of differing ages and grades grouped together under one teacher. Children in these settings are deprived of the opportunity to be placed in age- and grade-appropriate classrooms.
- Many segregated schools do not follow the standards and curricula prescribed by state or local educational agencies. Homeless children are thus unable to perform on an equal footing with their peers.
- The majority of segregated classrooms or schools do not have the capabilities to provide students with the full range of educational programs to which they are entitled, such as special education, gifted and talented, or bi-lingual education.

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[1] Separate and Unequal: A Report on Educational Barriers for Homeless Children & Youth, National Law Center on Homelessness & Poverty, 2000

[2] Making the Grade: Successes and Challenges in Providing Educational Opportunities to Homeless Children and Youth, National Association for the Education of Homeless Children & Youth and National Coalition for the Homeless, 1999 and Separate and Unequal: A Report on Educational Barriers for Homeless Children & Youth, National Law Center on Homelessness & Poverty, 2000.

- Most segregated schools do not employ teachers who are certified to teach all the grades for which they are responsible. In addition, segregated schools typically do not offer the same level of professional development for teachers as their public school counterparts.

Very few segregated programs are able to approximate the scope and quality of educational services provided by mainstream schools, and very few have comparable resources. Those few programs that come closest to matching the quality of education provided by mainstream schools still cannot match the stability, socialization, and other opportunities offered by mainstream schools.

In addition, survey information from almost 500 integrated homeless education programs demonstrates that supplemental educational services such as after-school tutoring are very effective in helping homeless children improve grades and succeed on statewide assessment tests.

> **Positive Practices:** The Amphitheater Public School District "Youth on Their Own Project" in Tucson, Arizona, reported that 60% of the homeless children in the program, all of whom attend mainstream schools, increased their GPA, while 25% remained the same, and that the drop-out rate is less than 10%. In Texas, at least 50% of Houston Independent School District's homeless program students passed all three statewide assessment exams; on the writing exam, participants outscored the total student population (83%-77%). Brentwood Union Free School District, New York, reported attendance increased by 16%, elementary reading by 6%, and elementary math by 12%, while high school course failures decreased by 19%, lateness decreased by 39%, and behavior referrals decreased by 53%.

SOCIALIZATION: Schools do more than educate children -- they play a key role in the socialization process that helps prepare children to function in society as adults.

Mainstream schools accomplish this by providing a diverse social environment and a wide range of extra-curricular activities and events that are an important part of healthy development (such as sports, music, associations, proms, and graduations). "Homeless-only" classrooms or schools provide an unnatural social environment where all students are grouped by income, housing, and often racial status. In addition, they do not provide the extracurricular opportunities offered by mainstream schools. Segregated programs therefore deprive homeless children of key aspects of a "normal" childhood.

> **Positive Practices:** In Barnstable Public Schools in Hyannis, Massachusetts, homeless students join the schools' after school programs and spend time with their peers cooking, playing sports, arts/crafts, etc. Bus transportation is provided. Travel is available for swim lessons at the YMCA. In Austin, Texas, the homeless education program provides assistance for homeless students to have caps and gowns for graduation ceremonies.

REMOVAL OF BARRIERS: Integrated homeless education programs have successfully removed policy and practical barriers to homeless children's education. Segregated schools or classrooms, on the other hand, often acquiese to and perpetuate the barriers that prevent homeless children from enrolling and attending mainstream schools.

For example, in some communities, segregated schools have existed for so long that state and local educational agencies no longer question their existence, despite the fact that the schools or classrooms arose due to the barriers that homeless children faced in accessing mainstream schools. In addition, some segregated programs fail to challenge rules or policies that act as barriers to homeless children's school enrollment and attendance, but rather cite them as reasons that justify the program's existence. In just one example, the Thomas J. Pappas school in Phoenix, Arizona has justified its existence in part by pointing to residency requirements and other barriers that illegally prevent homeless children from going to mainstream schools. Yet the school has not acted to challenge or remove these barriers. Thus, the majority of homeless children in Phoenix continue to face barriers accessing school; given the limited abilities of the Pappas school to reach all homeless children in Phoenix, many children may be left with no educational options at all.

Many mainstream schools, however, have successfully changed school policy and practice to remove barriers that homeless children face, including residency requirements, immunization requirements, delays in the transfer of school records, and lack of transportation. According to a recent national survey, the most frequently reported success by integrated homeless education programs was providing access to school. Programs specifically cited the removal of enrollment barriers; provision of enrollment assistance; and documented increases in attendance.

> **Positive Practices:** Selma City Schools, Alabama, reported an overall 27% increase in attendance for the children in their homeless education program, all of whom attend mainstream schools; children attending the tutoring program in Pomona Unified School District, California, have increased their attendance from 90 to 97%; and Sarasota County School District, Florida, reports that school enrollment and attendance at shelters served by their integrated homeless education program have increased by 30%.

STABILITY: A major barrier to homeless children's educational success is the high mobility of homeless families, who move frequently due to limitations on length of shelter stays, or in search of housing and employment.

Staying in the same school that they were attending before they became homeless promotes stability and educational continuity -- significant factors in academic achievement. It also allows children to keep the same friends, daily routine, etc., and thus limits the social and emotional disruption caused by homelessness. Attending "homeless-only" classrooms or schools adds one more unnecessary disruption to homeless children's lives..[3]

In contrast, attending a "homeless-only" school for some or all of the duration of their homelessness causes children to lose their friends, teachers, and their normal daily experience. Having to change schools when a child becomes homeless, and then again when a child becomes housed, increases the loss and instability in homeless children's lives.

> **Positive Practice:** In Victoria, Texas, the school district adopted a "one child, one school, one year" policy to ensure that children maintain educational continuity regardless of family mobility. Initially the policy applied only to homeless students, but after massive flooding, was extended to all students. The result: an increase in daily attendance, an increase in state education dollars, and increase in statewide assessment test scores.

SCHOOL CHOICE: Homeless children have a right to attend either the school they were going to before they become homeless, or the school in the area where they are currently living, depending on which school is determined to be in the best interest of the child.

Parents whose children attend school in "homeless-only" facilities, however, are usually automatically referred by service providers who do not tell them of their right to go to mainstream schools, or who fail to provide them with any assistance to do so. In other cases, families are referred to the segregated school or classroom by a public school that will not accept them, in violation of federal law. For example, some elementary and middle schools in Phoenix, Arizona routinely refer homeless children who try to enroll in their schools to the Thomas J. Pappas School, a "homeless-only" school for children grades K-10, rather than enroll them. In these instances, families are unable to exercise their legal right to choose the school that is in the best interest of their child. Similarly, families in motels whose children are provided with transportation to the Pappas school, but not to regular mainstream schools, are not provided with a real school choice for their children.

Integrated homeless education programs operating in mainstream schools, however, train parents and school personnel to understand and exercise their school selection rights. Not only do these programs help schools comply with federal law, they also allow parents to make important choices about what is in the best interest of their child.

> **Positive Practice:** In Miami-Dade County, Florida, the homeless education program disseminates informational parent brochures in three languages (Spanish, Creole, and English) so that parents know their children's rights and the choices that are available to them. Gaston County Schools in Gaston, North Carolina includes parental education on their children's rights as part of its comprehensive homeless education program.

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[3] Under federal law, homeless children and youth have the right to remain in their original school, to the extent feasible, if it is determined to be in their best interest to do so.

OUTREACH AND IDENTIFICATION: Mainstream schools are in the best position to serve all homeless children, regardless of where they live. Segregated schools or classrooms cannot identify and serve all homeless children in the community because such schools enroll only children living in shelters or other easily identifiable locations.

Most homeless children do not live in shelters or other easily identifiable locations, but rather live in inexpensive motels, campgrounds, or cars, or temporarily share housing with relatives or friends. In fact, according to the most recent U.S. Department of Education Report to Congress, only a third of homeless children and youth live in shelters. In part, this reflects a lack of shelter capacity; according to the U.S. Conference of Mayors, in 1999, 37% of all requests for emergency shelter by families went unmet due to lack of space. In rural areas, there may be no family shelters. In addition, the fear, embarrassment, and humiliation associated with homelessness prevents families from seeking assistance, as well as from disclosing their homeless status.

In response to the invisibility of most homeless children, integrated homeless education programs in mainstream schools have developed successful methods of training school personnel to recognize signs of homelessness, and therefore assist "hidden" homeless children with appropriate supplies, services, and referrals. Some of these programs also provide extensive outreach to help identify homeless children and youth who are not in school. In this way, integrated homeless education programs assist many children and families who would not otherwise receive help.

In contrast, "homeless-only" schools serve only a small proportion of homeless children in the community -- typically only those who seek and are able to get into shelters. Those few schools who are able to recruit families from non-shelter locations still cannot reach the majority of homeless children in their communities.

> **Positive Practice:** The YWCA School, a segregated school for homeless children in Spokane, WA, provided educational services to 104 homeless children in 1998-1999. Spokane School District 81 closed the YWCA school the following year, in recognition of federal requirements to mainstream homeless students. The district began training school personnel to serve homeless students in an integrated fashion, including awareness-raising about signs of homelessness, the federal law, and who to contact for help. In the first year of mainstreaming, the school served 340 children - more than three times as many as had been served by the segregated program.

SUPPORT SERVICES: Information gathered in a national survey of almost 500 integrated homeless education programs demonstrates that mainstream schools can provide a comprehensive array of support services to homeless children and youth with discretion and dignity. Mainstream schools across the country are successfully providing tutoring, counseling, clothing, school supplies, and other needed services to homeless children, while at the same time helping their families with referrals to existing community resources for food, shelter, and health care.

In contrast, the majority of "homeless-only" schools do not have a wide range of resources at their disposal. Those few programs that do have resources only provide support to the small proportion of their community's homeless children who attend their program, and only for as long as the children stay enrolled in their program.

> **Positive Practice:** In California, the West Contra Costa Unified School District provides a wide array of educational support services to homeless children. These services reflect a coordinated effort of students, parents, teachers, district support services, community-based organizations, social services, health services and private business in the community. Services provided include tutoring, academic assessments at school and shelter sites, transportation vouchers, Saturday School, Summer School, Parenting classes, enrollment assistance, assistance to access necessary support services (e.g., health and social services), referrals to supplemental education services, preschool programs, 800 Hotline number for families in need, awareness workshops on homelessness for classified, certified staff and community groups, and mental health.

STIGMA: Some programs justify segregating homeless children and youth in order to protect children from ridicule. However, being identified with a "homeless only" school may exacerbate the stigma associated with homelessness. In addition, these schools or classrooms produce a visible concentration of children who are experiencing homelessness, and who are isolated only because they are homeless.

Indeed, it was the objections and litigation by homeless parents in Vancouver, Washington and Chicago, Illinois that lead to the closings of segregated classrooms in those communities. More recently, parents in Spokane, Washington expressed relief at the closing of a "homeless-only" school there; one parent cried because she had been afraid to tell anyone of her family's homeless status for fear that her children would be sent to the "homeless" school.

Homeless education programs in mainstream schools address stigma by ensuring that homeless children have the same supplies, clothing, and materials as non-homeless children, allowing them to "fit in" and be like everyone else.

> **Positive Practices:** The St. Vrain Valley School District in Longmont, Colorado, provides over 200 backpacks filled with school supplies to homeless children; the Carson City School District in Carson City, Nevada, provides 15-25 students per month with clothing and hygiene products; last year it provided 205 pairs of shoes to children in need.

Many programs also successfully implement teacher trainings and staff development to raise awareness and sensitize school personnel to the impact of homelessness on their students. Other programs use curricula and community service activities to sensitize housed students to the plight of their homeless peers. These kinds of activities have proven effective in fostering greater understanding, awareness, and sensitivity.

> **Positive Practices:** Baltimore County Public Schools in Baltimore, Maryland provide extensive professional development throughout the school system, and have been especially successful at helping school secretaries gain sensitivity to homeless families and children when they enter the school system. The Baltimore County Schools also provide community service activities to help housed students gain a greater understanding of homelessness issues.

RACIAL AND ECONOMIC INTEGRATION: Homelessness is an extreme form of poverty; people who are mostly likely to experience homelessness are those most at risk of poverty. In the United States today, minority families are more likely to experience poverty than white families. Minority children are thus disproportionately represented among the homeless population. Therefore, schools that enroll only homeless children are not only segregating children by economic and housing status, they are also likely to be segregating children by race or ethnicity.

> **Positive Practice:** A segregated school for homeless children in St. Paul, Minnesota was closed down as the result of objections from the superintendent because the vast majority of the children who attended it were African-American. The children have since been successfully integrated into mainstream schools.

Homeless families and children face widespread discrimination and bias based on their housing, economic, and racial status. In some communities, schools may be reluctant to enroll homeless children and youth because of this bias, and therefore welcome the creation of segregated schools as a way of not having homeless children and youth present in their classrooms. This racism/classism may be an underlying factor behind the persistence of some "homeless-only" classrooms or schools.

SAFETY: Some programs justify segregating homeless children and youth in order to protect children and their families who are fleeing domestic violence. However, it is not necessary to segregate homeless children in order to protect them. Schools are responsible for the safety of all children, including those who are victims of domestic violence, regardless of their housing status. Mainstream schools can respond to safety concerns by training school staff on confidentiality laws and policies, helping families to file copies of protective orders with schools, and taking the necessary practical steps to ensure anonymity and safety of children. In so doing, they can address safety concerns and provide equal educational opportunities without causing further disruption in children's lives.

> **Positive Practice:** The following example illustrates the comprehensive measures integrated homeless education programs take to ensure the safety and care of homeless children.

"Let me tell you about one child I've worked with this year. Her name is Hannah and she came to live in our town's battered women's shelter one night in March with her mother and baby sister. They left their abusive home in the middle of the night, so of course Hannah arrived without school books, school shoes, or any school records. As their advocate, I helped Hannah's mom to enroll her in school in our county the very next day. I reminded school personnel that homeless children are protected under the McKinney Act so that they enrolled her without delay. Next, I gave Hannah a backpack and school supplies purchased with McKinney dollars. That afternoon, I set up an appointment for Hannah to get new school shoes from a group of church women in our community that buy shoes for needy children. Next, I set up school bus transportation for Hannah at a secret pick up and drop off spot to ensure her safety and anonymity. Finally, I educated the school staff and the bus driver about her special circumstances.

I saw Hannah just the other day at school. You would never know from the bright look on her face what living hell she's been through this year. She stood there in the hallway at school happy, learning, and with the opportunity to forget about her homelessness when she walks in those doors. I asked Hannah what makes her enjoy school, and she told me that it was the special help and attention she received from school staff. She told me that the lunch room lady, her teachers, and others wink and smile at her each day." - School Social Worker, Homeless Education Program, Clarke County School District, Athens, Georgia

What Happens to Homeless Children When Segregated Schools Close?

- **Buffalo, New York:** The Cornerstone Manor School operated a separate classroom in a shelter from 1990 until May 2000. In May 2000, the New York State Department of Education and the Buffalo School District agreed that the school violated the McKinney Act's equal access and mainstreaming provisions, and that it should cease operation. Cornerstone Manor had previously only served up to 16 children at a time; a new needs assessment revealed the presence of 1,500 homeless children in the district. The district has received a McKinney homeless education grant and has already begun work on implementing an integrated homeless education program.

- **Charlotte, North Carolina:** A Child's Place, a non-profit organization, is a former segregated school that now helps identify homeless children and helps them to enroll in mainstream schools. A Child's Place also operates as a resource center for homeless families, providing food, clothing, hygiene, school supplies, referrals, and tutoring. A Child's Place has found that the homeless children attending mainstream schools experience fewer behavioral problems, a decrease in fighting among children, and increased opportunities for normal peer relationships. Since closing the school, the number of homeless children assisted has increased by 15%.

- **Chicago, Illinois:** In the course of a litigating a lawsuit against the Chicago Board of Education, homeless parents complained about an elementary school's refusal to admit their children and the school's referral of their children to a classroom within a shelter. The litigation revealed that the classroom increased disruption, failed to meet the needs of children with disabilities, and provided inadequate curricula and books. The Chicago Board of Education agreed to close the school as part of a larger settlement. Homeless children now attend either their school of origin, or the school in the area in which they are living.

- **St. Paul, Minnesota:** From 1997-1999, many homeless children were placed in the New Arrivals "homeless-only" school by the St. Paul School District, often due to lack of school records. The school was closed in June of 1999 after the superintendent objected to the school's de facto racial segregation. Since the school's closing, the St. Paul Title I Homeless Education Program has worked to keep children stable in their school of origin. In addition, the program provides supplemental academic assistance through after-school tutoring in an extended-day program. The school district is in the process of revising its policies to allow for increased educational access for homeless children.

- **San Antonio, Texas:** For approximately 7 years, the San Antonio Independent School District operated a segregated classroom for homeless children in an emergency shelter. After the Superintendent decided to close the school down, the district began providing transportation, enrollment assistance, and after-school tutorial support. The children have been successfully integrated into mainstream schools for the past four years.

- **Spokane, Washington:** For nine years, the YWCA in Spokane operated a segregated school for homeless children that enrolled children from nearby emergency shelters. After concerns about the isolation and poor academic services at the school, the school ceased operation in 1999, and all homeless children were enrolled in mainstream schools. The first year of transition has been highly successful in identifying and serving homeless children. In fact, last year the district served three times as many children as under the segregated model. The YWCA continues to fund-raise for school supplies and offers an after-school tutoring program.

- **Vancouver, Washington:** For several years, Vancouver School District 37 maintained a separate classroom for homeless children in a public elementary school. After several parents protested the placement of their children in the segregated classroom, the school integrated the children into regular classrooms. The district has found the closing of the "homeless-only" classroom to be very beneficial; in fact, the school principals now find that the homeless children are among the most stable in their schools.

- **Victoria, Texas:** As a result of barriers to mainstream school education, the Victoria Youth Home operated a segregated classroom for students who resided at the shelter. The shelter classroom was closed down in 1998 after a newly appointed school district homeless education coordinator objected to the unequal education provided to the students. The shelter director and homeless education coordinator worked with the school district to provide extensive teacher training, communication, and transportation. Today, both the shelter director and homeless education coordinator report that the children are receiving a better education, and are having a better social experience.

JUDY BIGGERT
13th District, Illinois

COMMITTEES
BANKING AND FINANCIAL SERVICES
GOVERNMENT REFORM
SCIENCE

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Congress of the United States
House of Representatives
Washington, DC 20515–1313

STATEMENT OF U.S. REPRESENTATIVE JUDY BIGGERT (R-IL13) BEFORE THE HOUSE COMMITTEE ON EDUCATION & THE WORKFORCE SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES HEARING ON EDUCATING HOMELESS CHILDREN

SEPTEMBER 5, 2000

Mr. Chairman, Minority Ranking Member, and distinguished members of the Subcommittee, thank you for holding this hearing and for allowing me to share my views.

In September 1999, I introduced H.R. 2888, "The Stewart B. McKinney Homeless Education Improvements Act of 1999." Modeled on Illinois state law, which many consider to be the best of its kind in the country, H.R. 2888 strengthens the McKinney Act and helps to ensure that homeless children have access to a free public education. All but a few provisions of this bill were included in the House Elementary and Secondary Education Reauthorization Act package (H.R.2) passed by the U.S. House of Representatives in October 1999.

One provision that was not fully adopted was a prohibition on the school segregation of homeless children and youth. Under current law, McKinney Act funds cannot be used for separate schools or classrooms. The provision in my bill further clarified the intent of the current statute -- that homeless children and youth should not be separated from the mainstream school environment based on their homeless status. However, H.R. 2 modified this prohibition to grandfather in separate schools currently operating. The Senate Education Committee later reinstated the prohibition.

I included in my legislation the segregation prohibition because I believe that federal funds must be directed to those approaches that ensure the highest quality education, and that reach the greatest number of children. For homeless children, this can only mean integrated homeless education programs - not separate schools or classrooms.

I have attached to my testimony a letter written by Ms. Robin LeFlore, a formerly homeless parent in Chicago, Illinois. Ms. LeFlore's letter provides powerful testimony about the substandard conditions that are typical of most segregated schools, and about the stigmatization her son felt while he attended a homeless school on Chicago's north side. Ms. LeFlore also discusses the barriers that gave rise to the homeless school in the first place, and the exclusion that she and her son experienced.

H.R. 2888 helps state and local educational agencies remove the barriers that often are the impetus for the creation of separate schools or classrooms. It requires: the immediate enrollment of homeless children and youth; the designation of a homeless liaison in every school district; the posting of public notice of the educational rights of homeless children and youth; and that schools keep homeless children in their school of origin, to the extent feasible, unless it is against parental wishes. These provisions would further advance the progress made by the McKinney Act over the past thirteen years in ensuring homeless children have access and opportunities to succeed in school.

H.R. 2888 also includes provisions designed to facilitate parental choice. Currently, homeless children have the right to attend the school they attended prior to becoming homeless, or the school in the attendance area where they are currently living, depending on which school is determined by parents and educators to be in the students' best interest. Too often, however, barriers prevent homeless parents from exercising their choice about which school their children are to attend.

In the case of Ms. LeFlore, the school in which she attempted to enroll her son did not accept homeless children, and therefore had never seen that "they are like all children." By removing barriers to enrollment and attendance, by requiring schools to inform homeless parents of their children's educational rights, and by increasing funding for services, H.R. 2888 helps ensure that homeless parents have a real choice about what school is in the best interest of their child.

In addition, H.R. 2888 assists parents in resolving disputes that may arise over enrollment or school selection, and ensures that children are in school while disputes are being resolved. Under current law, each state must establish its own grievance process. However, homeless parents are frequently unaware that such a process exists, and or how to utilize it. My legislation creates a mechanism whereby parents are informed of the pre-existing, state-defined process and are assisted in carrying it out, should the need arise. Together, the key provisions of immediate enrollment and dispute resolution will help remove layers of red tape and school bureaucracy that continue to keep some homeless children out of school. They also will assist parents who may assume that their children's inability to attend school is one more cost of the family's homelessness.

Integrated homeless education programs have a long history of success in helping homeless children enroll, attend, and succeed in the mainstream school environment. The separate, homeless-only school that once isolated children like Ms. LeFlore's son has since been replaced by an integrated model that helps stabilize homeless children in mainstream schools. I have seen first-hand the outstanding collaboration between mainstream schools and homeless service providers, ranging from outreach efforts to enrollment assistance and the provision of supplemental services. Most importantly, I have heard from children for whom school offers a stable place - a place where they can learn alongside other children -- while they are homeless. These children told me that they do not want to be treated differently because they are homeless. They want understanding and support from their friends and teachers, not separation or isolation.

In sum, separating homeless children from the mainstream school environment, while undoubtedly well-intentioned, is misguided educational policy. Separate schools increase the stigma associated with homelessness, cause unnecessary disruption in the lives of homeless children and youth, and deprive homeless children of the full range of educational opportunities to which they are entitled.

Homeless children and youth, like all children, deserve no less than the best educational opportunities possible. As a former school board president and former PTA president, I understand the benefits that federal funding, if directed appropriately, can have in local schools. That's why Congress must ensure that federal funds support integrated homeless education programs exclusively. In so doing, we will ensure that homeless children don't lose out on what is guaranteed for all of our children - a free public education.

August 23, 2000

Representative William Goodling
Chair, Education and the Workforce Committee
United States House of Representatives
Washington, D.C. 20515

Re: Schools for
Homeless Children

Dear Mr. Representative:

As a formerly homeless parent with a school-age child in Chicago Public Schools, I have some opinions about "homeless schools."

My youngest son attended a homeless school located in a shelter on Chicago's north side. The school consisted of one teacher with anywhere from 10 to 50 homeless children on any given school day. This one teacher taught all these children, 1st through 8th grade, without any assistance, outdated books and limited space. The teacher was, in my judgment, of a very low quality –a teacher not wanted at a "regular school" and operating under conditions most teachers would not tolerate. She humiliated my son and suggested that his poor performance (in her view) was one of the reasons he was homeless. I ask you, is this something a teacher should say to a child? Much less a child who just lost almost everything that made his life normal? When I hear people say that homeless schools are more sensitive to homeless children than regular schools, I simply don't believe it.

I removed my son after I learned of the teacher's comment but when I went to enroll him in a school in the neighborhood, I had a problem. Those schools looked at homeless children as different and belonging in the "homeless school." They were used to sending the shelter children away and they are like all children. When a child is put in any school that is designated for homeless kids, you know that cannot be a positive label. As adults we flinch when we hear the word "homeless." Children, like my son, hear that word and feel they are somehow less or bad because that is their situation. Homeless children have enough problems without being singled out and labeled.

I oppose homeless schools. Children need every advantage adults can give them. That's our job. Segregating them into schools that treat them like a separate caste of children does not help them. Being homeless is not a crime. Let's stop treating it as if it was, starting with the children. Give them a fighting chance.

Sincerely,

Robin LeFlore

Robin LeFlore
2959 W. Division, 3rd Fl.
Chicago, IL

Testimony of the Southern Poverty Law Center
In Support of S. 2 § 722(e)(3)(A)
September 5, 2000

The Southern Poverty Law Center endorses § 722(e)(3)(A) of proposed Senate Bill S. 2. This proposed legislation provides that states that receive McKinney Act funds "shall not provide services in settings within a school that segregates homeless children and youth from other children and youth, except as is necessary for short periods of time (I) for health and safety emergencies; or (II) to provide temporary, special, supplementary services to meet the unique needs of homeless children and youth." The Southern Poverty Law Center supports this legislation for two important reasons.

First, this provision prohibits the segregation of homeless children and youth, in accordance with both the United States Supreme Court and Congress' intent. In Brown v. Board of Education,[1] the United States Supreme Court held that "in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." Congress recognized the importance of integration in the homeless context when it enacted the Stewart B. McKinney Homeless Assistance Act in 1987. In the McKinney Act, Congress wrote that "homelessness alone should not be sufficient reason to separate students from the mainstream school environment." 42 U.S.C. § 11431(3). The Act recognizes that each homeless child and youth should have "equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth." 42 U.S.C. § 11431(4).

Integration is necessary to provide homeless children and youth with the free, appropriate education they are entitled to under the McKinney Act. Some may think that separate schools shield homeless children from stigmatization by removing them from exposure to non-homeless children, but the channeling of homeless children to separate schools does more harm than good. As with racial segregation, segregation of homeless children fosters feelings of inferiority[2] and inhibits the development of homeless children's socialization skills.[3] If homeless children are integrated into mainstream public schools, teachers, staff, and students can be sensitized to issues affecting homeless students; if homeless children are separated, they will always bear the stigma of having attended "homeless" schools.[4]

The Southern Poverty Law Center supports § 722(e)(3)(A) of the Senate bill for another reason. This legislation – unlike § 722(e)(3)(A) of the House of Representatives bill H.R. 2 – does not contain a "grandfather" clause that would allow existing separate schools to continue.

For the above-mentioned reasons, the Southern Poverty Law Center supports Senate Bill S. 2 § 722(e)(3)(A).

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[1] Brown v. Board of Education, 347 U.S. 483, 493 (1954).

[2] See Brown v. Board of Education, 347 U.S. at 494 ("To separate [children] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.").

[3] See Separate and Unequal: A Report on Educational Barriers for Homeless Children & Youth, National Law Center on Homelessness & Poverty, at 18, 2000; see also School Segregation and Homeless Children and Youth: Questions and Answers, National Coalition for the Homeless, at 3, 2000.

[4] See School Segregation and Homeless Children and Youth: Questions and Answers, National Coalition for Homeless, at 6, 2000.

Jonathan Kozol, One Main Street, P. O. Box 145, Byfield, Massachusetts 01922
Phone: 978/465-9325 Fax: 978/462-8557

to: the Subcommittee on Early
Childhood, Youth, + Families
U.S. House of Representatives

September 11,
2000

I was inaccurately quoted out of context by Congressman Salmon in a hearing in Phoenix on Sept 5, 2000. I want the record to show that I am opposed to separate + segregated schools for homeless children and that I fully support the position of the National Coalition for the Homeless on this issue. I have praised The Mustard Seed School in California for very special reasons related only to that school. As a general practice, however, I believe that homeless children should be educated in a mainstream setting and in an integrated school; and I ask you to amend or correct the record of your September 5 hearing in order to make this clear.

Yours Respectfully,
Jonathan Kozol

Written Testimony in Support of An Integrated Model for Education of Homeless Children

I am the founder of The SchoolHouse, the elementary classroom that was located at Central Arizona Shelter Services, when in 1988 it was obvious that homeless children were not accessing local public schools. At that time, The SchoolHouse was only the 3rd school in the country specifically for homeless children. Because we existed as a North Central-accredited Special Function School, academic activities qualified for the same credit and met the same accountability standards as mainstream public schools.

Certainly, we had no problem in obtaining extra funding, public monetary and in-kind donations for our children, such as sporting event tickets, haircuts, clothing—whatever extras you can imagine. The public outpouring was truly astounding.

But, we soon realized that the issue went deeper than those extras, fun times and TLC that we were able to provide. After a year, it became obvious to us that the children needed improved access to public schooling, beyond what we were already offering. They needed a sense of belonging—a sense of being just like any kids.

Never from day-one was it our intention to segregate our homeless students from mainstream schooling. Rather, our administrators and teacher, Grace Wood, always adhered to a policy of transitioning them into public schools as quickly as possible.

In 1990, when the Maricopa County Regional School took over the job of serving homeless children, we certainly thought that it would be well-positioned to do the same and would, in fact, follow the State Plan for education of our homeless children which called for transitioning, as well as carry out the intent of the McKinney Act, which states that children shall not be segregated by reason of their homelessness.

I feel that we need action now, with respect to education of our homeless children in Arizona.

First, there exists no vision, no true plan for educating all our homeless children. It is true that the approximately one-third of Pappas students who are homeless do receive very strong supportive services, such as transportation, clothing, meals and medical care. However, those 300+ students represent only a fraction of the homeless children in the Valley. By educating some of our homeless children, Pappas gets lots of publicity, but does the public know about the other local schools quietly serving literally hundreds of homeless children often in impoverished neighborhoods? Those schools get few kudos, little public adoration, nor special publicity. They, too, have social workers. They have clothing banks and showers. They have special welcome centers. They have 100% of kids on free or reduced lunches.

Second, there are models, both locally in Arizona and in other states, of effective mainstreaming that result in excellent education for homeless children that is accountable, including evidence of increased standardized test scores—a claim that Pappas cannot make. Its scores are dismal compared to other local low-income schools. Separate is not equal!

Third, what about homeless parents' right to choose and to a full explanation of options? When a family enters a shelter or other provider program, we must guarantee that the parents are notified in writing, via a standardized form, of their right to keep their child in the school of origin and of the array of nearby public and charter school choices.

> **And, if the law states that equal access to education is a right, isn't it our obligation to create the environment wherein that right can be exercised?**

Of course.

The argument that homeless children have barriers is simply a cop-out! (A cop-out that I thought was struck down in 1954.)

In the over 50 years since then, how have we found the political will to ensure inclusion for our minority children, for migrant children, for our special education children, for physically handicapped children?

Really, America did whatever was needed to ensure the best education for all children, through executive, legislative and judicial processes. Today, those of us who are minorities or who have special needs children thankfully cannot imagine another kind of world.

Why aren't we doing the same for our homeless families?

We need a vision and a plan. One link in such a plan for ensuring the education of all our homeless children would, in fact, be Pappas School as a starting point—a resource center for intake, assessment, transition, transporting and follow-up of the children—that utilizes local schools.

Further, no federal homeless dollars would be lost, because we would still be serving homeless children. The federal money would be applied for by the various districts, including Pappas, as it is now.

I hope that we can cut out the public hype and accusation. I hope, too, that *The Arizona Republic*—which has always been supportive of Arizona's children—Ms. Dowling and, indeed, the community will come to the table, so that we can be partners in developing and implementing a **Continuum of Care for the Education of Arizona's Homeless Children Pre-School-High School** that is a workable vision of excellent, accountable education for these, our most needy children.

Marcia Hopp-Newman, Executive Director
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APPENDIX N – LETTERS – UNITED STATES DEPARTMENT OF EDUCATION

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

September 5, 2000

Kathryn Stevens
Director of Programs
Academic Support
Arizona Department of Education
1535 West Jefferson
Mail Bin 21
Phoenix, AZ 85007

Dear Ms. Stevens:

I am writing in response to your August 25, 2000 letter concerning the eligibility of the Thomas J. Pappas School for funding under the Stewart B. McKinney Homeless Assistance Act (McKinney). You ask whether the Pappas School is eligible for McKinney funds, but we lack sufficient information about the Pappas School to help you resolve this situation.

As you are aware, the purpose of the McKinney Act is to ensure that homeless children and youth have equal access to the same, free appropriate public education, including preschool education, provided to other children and youth. Under the Act, States and districts are required to adopt policies and practices to ensure that homeless children and youth are not isolated and stigmatized.

As we have consistently emphasized, the McKinney Act states that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. States and districts have the responsibility to remove barriers to the enrollment, attendance, and success in school of homeless children and youth so that they have the opportunity to meet the same challenging standards as all students. Finally, the McKinney Act encourages States and districts to continue the education of a homeless child or youth in their school of origin in order to reduce the amount of disruption in the life of a homeless child or youth.

As you are aware, the Arizona Department of Education, as the grantee under the McKinney Act program, is primarily responsible for ensuring compliance with the requirements of the Act by its sub-grantees. Since the Pappas School is part of the Maricopa County Regional District, your sub-grantee under the McKinney Act program, it is incumbent upon you to examine both the Pappas School and the policies and practices of Maricopa County to ensure compliance with the requirements of the McKinney Act.

If your agency already has sufficient information to indicate that Maricopa County through its implementation of a McKinney Act program would be in violation of the McKinney Act requirements including those outlined above, then your agency cannot provide McKinney Act funds to Maricopa County for the Pappas School until the violations are corrected. However, if your agency does not have sufficient information to make a determination as to the compliance status of the county and school in question, then it is incumbent upon your agency to collect this information.

In order to make this determination, your agency should consider the various strategies that the Pappas School and Maricopa County have undertaken to ensure that homeless children and youth have equal access to the same educational opportunities available to non-homeless students. It should also consider the specific practices that have been adopted by the district to ensure that homeless children and youth are not isolated or stigmatized. In determining these facts, questions such as the following should be answered:

- On what basis are students assigned to the Pappas School?
  - Do the parents/guardians and students have a choice to attend the Pappas School?
  - Is there an assessment of the educational needs of students that determines if the Pappas School is the best school for the student?
  - If a student is no longer homeless, is the student afforded the opportunity to stay at the Pappas School or must he/she move to their regular public school?
- Is the school open to other at-risk students who would benefit from the program design at the Pappas School?
- Are students at the Pappas School held to the same State performance and content standards as all other students in Maricopa County and Arizona, and is the Pappas curriculum aligned with those standards?
- Do you have evidence that the Pappas School has improved educational results for homeless students at the school as compared to other homeless students in other public schools in Maricopa County or Arizona as a whole?
- Do homeless children and youth have the choice to attend other public schools that would provide them with comparable services and educational opportunities?
  - What practices has Maricopa County adopted to ensure that homeless children and youth are not isolated from the mainstream school environment?
  - What strategies has Maricopa County implemented to ensure that the needs of homeless children and youth can be met by all its public schools?
  - How does Maricopa County help homeless students attend and succeed in their school of origin?
  - Do parents/guardians have the option of keeping their student in the school of origin or sending their student to another public school besides the Pappas School?

Finally, as you may be aware, the Department has worked with several States to modify separate, segregated schools for homeless children and youth that were deemed not to be in compliance with the provisions of the McKinney Act. If, in your examination of the Pappas School and Maricopa County's practices and procedures, you determine that there need to be changes at either the Pappas School or throughout Maricopa County, we would be interested to learn of your planned strategies, and be glad to provide technical assistance if that would be helpful.

If, after reviewing the information you have about the Pappas School and Maricopa County, you determine that the Pappas School is not eligible to receive a subgrant, we would be willing to work with you to provide technical assistance to Maricopa County and the Pappas School to bring them into compliance with the provisions of the McKinney Act.

We look forward to learning the results of your inquiry and encourage you to conclude your inquiry in the next 60 days to clarify the Pappas School's status and ensure that the needs of homeless children and youth are being met.

Sincerely,

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-6132

June 7, 2000

Dr. Richard LaTour
Coordinator, Title I Program
Oregon State Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310-0203

Dear Dr. ~~La~~Tour: Rich

This is in response to your message regarding a question from the Portland Public Schools (PPS) on allocations of Title I funds to a private school that serves homeless children exclusively. A member of my staff, Virginia Berg spoke with both Dona Bolt, Homeless Director, Oregon Department of Education, and R. Patrick Burk and Kathryn Anderson, PPS, about this issue.

I have long held the position that homeless children should receive a high quality education in an environment that includes all children. Schools that serve only homeless children, isolate and stigmatize these children. Segregating homeless children and youth in separate schools or classrooms violates several fundamental provisions of the McKinney legislation, and McKinney funds should not be used to support segregated schools or programs.

However, in the situation described in your message, the private school is not eligible to receive Title I funds or funds from the Steward B. McKinney Act. Under the Title I statute, it is the public local educational agency, not the private school, that provides Title I services to eligible children who attend private school. There is nothing in the Title I statute that precludes the PPS, as the local educational agency, from providing these children with a quality Title I program. Please be aware that the Title I personnel serving eligible children attending a private school must be public employees and accountable only to their public school supervisors.

Private schools, moreover, are not eligible to receive subgrants under the Education for Homeless Children and Youth program. Only public local educational agencies may receive such funds. However, PPS, if it is in receipt of a McKinney subgrant, may provide services to homeless children in a shelter or in a private school or in any location where homeless children reside or receive services.

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Page 2 – Dr. Richard LaTour

In the meantime, please encourage the officials at this private school to realize that they are doing a disservice to homeless children by isolating and stigmatizing them in a segregated learning environment. Please also work with the PPS officials to ensure that barriers are removed to the enrollment and attendance of homeless children in mainstream schools to eliminate the need for separate schools for homeless children.

Sincerely,

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

CC: Dona Bolt